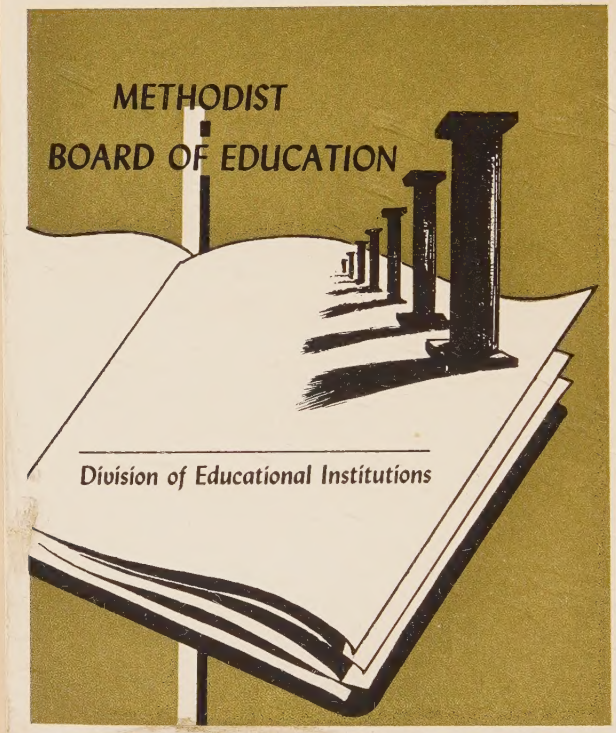
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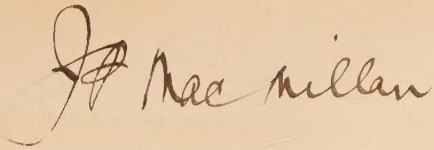

THE LIBERAL ARTS COLLEGE MOVEMENT

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THE LIBERAL ARTS COLLEGE MOVEMENT

Edited by

ARCHIE M. PALMER

PROCEEDINGS OF THE CONFERENCE OF LIBERAL ARTS COLLEGES HELD IN CHICAGO, MARCH 18-20, 1930

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FROM THE PRESIDENT

I am glad to learn that a movement is being organized to preserve the more vital of the smaller colleges, which have been suffering from the competition of the great universities. The small college is irreplaceable in many of the services it renders and the inspiration it gives. There is a great need for such institutions, for in them is preserved to a high degree that personal relationship of teacher and student so difficult to maintain in the universities. They develop character and provide a rounded cultural equipment to students who do not wish professional specialization. I warmly commend the effort to maintain these institutions, which have played and should still play so large a part in the development of leaders of American life.

HERBERT HOOVER.

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INTRODUCTION

A CONFERENCE of representatives of two hundred and seventy-eight liberal arts colleges was held at the Stevens Hotel in Chicago on March 18-20, 1930. That conference had been called "to consider the relation of the college of liberal arts to higher education in the United States at the present time, and to set forth collectively the needs of the colleges of liberal arts in order that they may function more adequately; and to discuss and formulate a plan by which an appeal may be made to the American people for the financial resources necessary if the liberal arts colleges are to function efficiently in the interest of the nearly one million students now in college and the increasing number which may reasonably be expected within the next decade or two."

The inspiration of that conference was President Albert Norman Ward of Western Maryland College. He had made a study of enrollment and endowment resources of four hundred colleges and universities and embodied his findings in a pamphlet entitled "Making Provision for the College of Liberal Arts—The Small College," which he sent to every college president in the United States. College and university presidents from all sections of the country, representing state universities, privately controlled institutions and separate four-year colleges, both large and small, wrote President Ward their appreciation of the pamphlet, and in many instances strongly urged that something

should be attempted by way of organization, whereby a concerted movement might be launched in behalf of securing the financial resources necessary to qualify all worth-while colleges to do their share in providing in the most efficient way possible for the cultural education of the students in the liberal arts colleges in the United States.

President Ward presented the matter to the Association of American Colleges at its Sixteenth Annual Meeting, held in Washington, D. C., on January 14-16, 1930. Recognizing the extent and importance of the proposal and the fact that the plan as outlined contemplated the agency of the Association of American Colleges in projecting the campaign and presumably in guiding it, it was realized that it was impossible to give it as full consideration as it deserved in the closing moments of the meeting. Therefore, on recommendation of the Association's Committee on Resolutions the proposal was referred to the Executive Committee of the Association.

Just before the close of the meeting of the Association, President Joseph H. Apple of Hood College invited all those interested in President Ward's proposal to meet in his room immediately upon adjournment. Forty-five colleges were represented in the meeting held in his room. After prayer and consultation it was unanimously agreed that an informal organization should be set up to set in motion a call for a conference of representatives of all liberal arts colleges in the United States, to be held in Chicago some time during the week of March 17. President Ward was named Chairman and President Apple Secretary of the committee on arrangements for meeting.

The Chairman was authorized to appoint a com-

mittee to issue the call and to formulate the program for the convention, and it was ordered that the findings of the Chicago convention should be reported to the Executive Committee of the Association of American Colleges. The Chairman was asked to urge every liberal arts college in the United States to send a representative to the Chicago meeting.

To this conference each college of liberal arts in the United States was invited and urged to send a representative, or as many representatives as each institution might elect to send. All colleges of liberal arts—those connected with state or privately endowed universities and all separate four-year colleges, whether state-owned, state-aided or privately controlled—were invited to participate in the conference.

The call for the meeting contained the following statement as to "the institutions which should be represented at the Chicago Conference":

I. *The state universities*—The state universities, in most instances, are carrying capacity student enrollments. Without the aid of the colleges, large and small, they would be literally swamped with students, and the states would be unable to meet their financial needs. The state universities occupy a commanding place in higher education, and their usefulness must not be impaired. They will be able to function more efficiently if the independent colleges and universities assist in carrying the educational load which now bears heavily upon the taxpayers. It is to the advantage of the state universities that the independently controlled institutions shall have larger endowments at their command. This will insure larger appropriations from the states, which they need.

II. *The great independently controlled universities*—There are now building on this continent universities which will mean more to this country than Oxford and Cambridge

and Heidelberg and Paris mean to European civilization. They are essential to our national life. But they must build largely upon the American college of liberal arts. These half-dozen or more great universities should lend their influence to an effort to make all our colleges better colleges. Without the coöperation of the colleges they cannot succeed in building universities that will meet the needs of this nation. The great universities need greater endowments if they are to fulfill their mission in American education.

III. *The great colleges*—The great colleges, those with the largest enrollments, most of which have already reached capacity student enrollments, cannot be expected nor do they propose to do all the work required for the cultural education of the 1,000,000 students now enrolled in our colleges and universities. If they are to do their work with the greatest efficiency, they need the coöperation and assistance of the smaller institutions. The better equipped and qualified these smaller colleges become, the better will the stronger institutions do their work. These colleges need greater endowments, and ought to have them; but they need to lend a hand to a movement which will not only further enrich them, but will make possible better work in the small colleges.

IV. *The institutions under the control of the churches*—The college of liberal arts is indispensable to the program of the church. There are more than three hundred institutions in the United States which are affiliated with churches. Some of them are well endowed, but most of them do not have the financial resources which they need and which they ought to have. The nation needs these institutions, for they fill a large place in higher education.

V. *The small colleges*—There are between 400 and 500 small colleges in the United States. These colleges carry a heavy part of the educational load. Their combined enrollments approximate 500,000 students. These 500,000 students must attend the small colleges, or they cannot go to college at all. The larger institutions have reached capacity

enrollments; and while their endowments are increasing, they cannot be expected to greatly increase their enrollments. In a democracy like ours, which aims to give equality of opportunity to all alike, should not provision be made whereby the only colleges these 500,000 students can possibly get into shall be so equipped and so endowed that a "square deal" in cultural education shall be given to all who are qualified, mentally and morally, to take advantage of a college education? The small college and its needs offer an opportunity, unequaled in obligation, to all institutions and to all citizens of the republic to lend a hand in an unselfish educational service which will mean great things for the upbuilding of our republic along the lines in which destiny seems to point the way.

VI. *Every college of liberal arts should be represented*—The college of liberal arts faces perils, not only in the small and poorly-endowed institutions, but in the large institutions as well. That cultural education should not perish from the land is sufficient reason that every liberal arts college in the United States should be represented at the Chicago conference.

The Conference of Liberal Arts Colleges, as the meeting was called, opened with a dinner at which the speakers were Dr. Robert L. Kelly, Executive Secretary of the Association of American Colleges; the Secretary of the Interior, the Honorable Ray Lyman Wilbur; and Dr. John H. Finley, Associate Editor of the *New York Times*—all three, former college presidents. At the close of the meeting President Ward presented his proposal for "A Liberal Arts College Movement."

The papers delivered at the dinner, those delivered at the three sessions held the following day, summaries of the discussion following President Donald J. Cowling's paper on "How Much Money Does A College Need?" and of the discussion following the presenta-

tion of the report of the Committee on Findings, the minutes of the Conference and the list of colleges enrolled at the Conference are published in this volume.

President Hoover had been invited to speak before the conference but prior engagements prevented him from being present. He sent a message which appears as a preface to these proceedings.

The following message from former Governor Frank O. Lowden of Illinois was read at the dinner:

> Until comparatively recently the college of liberal arts was the capsheaf of our educational institutions. The universities proper in the United States are of relatively recent origin. They have grown so rapidly, however, as to overshadow the independent college of liberal arts. The latter have now come to be regarded as small colleges. And yet, in most of our past it has been the small colleges which have furnished leadership to business, to the professions and to our public life. They must still furnish that leadership, in my opinion. In addition, they must now be the great feeders of the universities if the universities are to get the best results in their post-graduate work. No substitute for strictly cultural training has been found for the old-fashioned college of liberal arts. Those colleges in recent years have found it difficult to survive. This, not because of lack of eager students, but because of lack of means. They are doing an indispensable work upon but a fraction of the endowment per student which the great universities enjoy. In the interest, not only of the nation, but of the universities themselves, the small colleges should be greatly strengthened throughout the land. The college of liberal arts has played an important part in our past history, and if properly supported, will play an increasingly important part in our future.
>
> I wish this great movement every success.

Although unable to attend the Conference because of absence from the country, President Nicholas Murray Butler of Columbia University sent the following message which was read at the meeting:

> I am profoundly concerned about the future of liberal education in our American democracy. The confused and often crude thinking which finds so frequent expression in connection with educational policies and educational aims is a distress to anyone who really cares for education as it ought to be. We Americans have the greatest opportunity that the world has ever seen and we seem to be almost trying to throw it away. The secondary school and the college are and must always be the chief agencies in upholding the ideal of a liberal education which is, of course, nothing more or less than that education which befits a free man. Anything which strengthens them, which clarifies the thinking of those who control their policies, which elevates their ideals and which makes their influence more widely felt appeals powerfully to me.

The program of the Conference was of a high order, and the deliberations were carried forward under a quiet conviction that a movement was being projected which meant a distinct forward advance for the colleges of liberal arts of this country. A spirit of unselfishness was evident throughout the conference, and all present seemed to be imbued with the idea that all colleges of liberal arts, whether large or small, were bound together by a common interest—the cultural education of all young people who wanted to secure a college education and who had the mental and moral right to obtain it.

As representing the will and desires of those present the Committee on Findings formulated a report which

was adopted without a dissenting voice. That report, which appears in full on pages 164-165, proposed the formation of an organization to be known as "The Liberal Arts College Movement" the objectives of which shall be to set forth the place of the college of liberal arts in higher education in the United States, and to coöperate with colleges of liberal arts in securing funds adequate to their needs.

The Liberal Arts College Movement, it is hoped, will not merely set forth the place of the college of liberal arts in higher education in the United States, but will also provide both stimulus and inspiration for the liberal arts colleges of the country to join in a concerted action looking toward the betterment of American higher education.

ARCHIE M. PALMER.

New York
April 1930

THE PROSPECTS OF THE LIBERAL COLLEGE

ROBERT LINCOLN KELLY

THERE was a time in the experience of the Apostle Paul when the people had been stirred up against him. They drew him out of the temple and shut the doors. All Jerusalem was in an uproar and they went about to kill him. They proceeded to beat him, they bound him with chains, they carried him into the castle. The soldiers protected him from further mob violence while the people cried "Away with him."

Then Paul asked the privilege of speaking; it was granted. He stood on the stairs and beckoned with the hand, and when there was made a great silence he reminded them that he was a citizen of Tarsus, a no mean city, and he spake unto them in the Hebrew tongue, saying, "Men, brethren, and fathers, hear ye my defense which I now make unto you."

The American college also is on trial and there are those who are causing quite an uproar, freely proclaiming that its days are numbered. With their own eyes they see it rapidly fading out of the picture. Soon it will be only an after-image. This meeting has been called, perhaps some prophets will say, to give the college an opportunity to make its last few observations just before its execution.

But the college has rather a long memory as memories go in the western world—nearly three hun-

dred years long, longer than the memory of the United States government—and it recalls similar predicaments in which it has been placed in the past. To go back but one-third of one century, it recalls the day when that major prophet of education, William Rainey Harper, of the same city in which we are now met, was supposed by many to have pronounced the death knell of the small college. He entitled his prophecy, "The Prospects of the Small College."

In that little book, the most remarkable and uncanny analysis of the small college that to that time had ever been made, President Harper said, "In my opinion the two most serious problems of education which require to be solved within the next quarter of a century are, first, the problem of rural schools . . . and secondly, the problem of the small college. . . . The study of the second problem is a difficult one because it deals with data insufficiently gathered and not yet properly tabulated: because, also, the territory covered is so vast, and so differently situated."

Well, the quarter of a century has passed and five years have been added for good measure, and still the problem of the small college has not been solved. Furthermore, many data have been gathered in accordance with President Harper's prescription, and perhaps properly tabulated. Indeed, the gathering and tabulating of data concerning the college has become a learned profession! Two difficulties President Harper did not point out—that by the time data for the entire country are gathered and tabulated conditions have changed; and that there are mysterious and elusive elements in the problem that do not yield themselves to objective measurement. The small college may be a creation of man but it seems to have upon it the blessing of God.

It is no mean institution. By some occult power on occasion it bursts asunder the bonds that have been forged about it. Or, if it is forced to an open fight it behaves like other living organisms and the slightest premonition of danger puts a burnish on its armor. If you want a first-class war on your hands try to kill a college; if you want a world war try to kill all liberal colleges.

President Harper contended that while the small college had many friends, had educational tradition and religious affiliation as factors of strength and was the expression of the democratic spirit, which is the American spirit, it nevertheless was loved and cherished, in most cases, just because it was small while the larger institution was hated and opposed because it was powerful—in a word, that the belief in the superior advantages of the small college rests on grounds that are in large measure fancied or sentimental.

He believed that some small colleges would have a more glorious future than had been their past but that most of them could not stand the pragmatic test. Among the menacing agencies he listed the modern high school, the junior college, the professional school, the university, particularly the state university, and among the menacing influences, the tendency toward specialization, the decline of the sectarian spirit, migration, and finally, poverty.

Before we enter upon a serious consideration of the question before us, we must bring it up to date. The problem we face is not the problem President Harper faced. The right to be, is being challenged today, not of the small college merely, but of the undergraduate college of liberal arts and sciences. The liberal colleges, in the state universities in particular, are doomed to

destruction, also. The cry "Away with the small college" has become the cry, "Away with the liberal college."

What have been the developments since the beginning of the twentieth century? What have been the developments during the last decade?

1. *Number of Colleges*—President Harper predicted that 25 per cent of the small colleges would survive. The other 75 per cent would cease to exist or be transformed into other types of institutions. He asserted that "only 66 per cent of all the colleges and universities have more than one hundred and fifty students." Today 94 per cent of the colleges in the Association of American Colleges have more than one hundred and fifty students. Over 50 per cent of them, however, have less than five hundred students and for their purposes they consider this restricted enrollment an asset and not a liability. Never did the small college have so secure a place in American education as today. Is not imitation the sincerest form of flattery? How many millions have Harvard and Yale had entrusted to them that their colleges may approximate certain values of the small college? It is true that a number of colleges have ceased to exist, a number have become junior colleges detached from senior colleges, but the total number of colleges reported by the United States Bureau of Education has increased from 664 in 1900-01 to 819 in 1925-26. To mention but a single significant movement, the purpose of the Catholic Church to enter extensively upon the work of higher education at the college level could not have been predicted thirty years ago.

2. *Number of Students*—In 1900-01 the number was 92,683. In 1925-26, 540,530, an increase of 600 per

cent. The number of students today, is of course greater than in 1925-26. In so far as small colleges are concerned the report of Dean Walters in December, 1929, shows that more small colleges have an increase in enrollment this year than last and fewer have a decrease this year than last.

3. *Productive Funds*—In 1900-01 the productive funds of colleges and universities were $166,193,529; in 1925-26, $927,333,036, an increase of nearly 500 per cent. This total has been surpassed now.

4. *The High School*—The development of high schools has gone beyond the wildest dreams of the most stimulated imagination. Even at that, the high school movement has only just started. United States Commissioner Cooper has just said:

> Before the World War the degree of academic instruction reached by all our people was that of the sixth grade. The average has increased until it has attained the equivalent of the first year of high school.

Instead of becoming a "menace" to the small college or the liberal college, the high schools have become the chief feeder of all the colleges. The colleges have no such ally as the high school.

5. *The Junior College*—Here, too, has been a remarkable and unpredicted development. According to "A Directory of the Junior College" compiled by D. S. Campbell, Secretary of the American Association of Junior Colleges, as of March, 1929, there are 405 institutions of junior college rank in the United States. This does not include those which failed to report and it contains the names of many schools that are doing very little junior college work. The total enrollment reported by these 405 junior colleges is 54,438. The

number of students reported by Mr. Campbell in the junior colleges in 1929 is approximately one-tenth of the number reported three years earlier in the liberal colleges. The junior colleges do not report laboratory or library equipment, the amount of their permanent funds, or the type of academic preparation of their teachers. They can scarcely be called serious competitors of the liberal colleges.

The junior college is welcomed by most liberal colleges as a friend and colleague in a task so stupendous that all of us put together cannot encompass it.

6. *The State University*—As an indication of how far we have gone in the last few years we may quote President Harper's observations on the state university.

> The source of greatest trouble to many colleges is, in the South, and especially in the Western States, the state university. . . . In the whole Mississippi Valley there are not more than two or three non-state institutions which today do not stand in actual fear of the state universities.

In our "today" some of these fears have been allayed. It is true that the budgets of several of our state universities are greater than the total budgets of all the privately supported institutions of the respective states. But when the budgets of the liberal colleges of the state universities are compared with those of the privately supported institutions, the balance usually turns the other way. The state universities draw students, some of their best students, from the colleges, but in most cases the colleges, devoted as they are to quality production rather than quantity production, have as many students as they can care for out of the resources at hand.

The problem today is not whether the state university steam roller will flatten out the colleges; the problem is whether the liberal colleges in the state universities will continue to function; whether, to be specific, they will become junior colleges rather than four-year colleges. Dean Walters' latest figures show that among the largest liberal colleges in the country those in the great state universities in the Mid-West and West take the leading part. In several state universities the liberal college is the largest unit in the organization. The largest college in the Association of American Colleges is the college of a state university, and another which stands near the top of the list, on the basis of enrollment, is a municipal college.

It is true that the disproportion between the enrollment in the junior and senior colleges of the state universities is more marked than in the independent universities. For comparison we have secured the latest available figures from ten of the institutions chartered before the Constitution of the United States was adopted. The percentage of students of junior college grade in this group ranges from 53.3 to 69.8 with an average of 58.8. This means that an average of 41.2 per cent of the students are enrolled in the two upper classes. Similar figures for forty-four state universities show a range of 55.1 to 85.2 per cent junior college students, or an average of 65.9 per cent. Students of senior college grade constitute from 44.9 per cent to 14.7 per cent of the college of arts and science enrollment, or an average of 34.1 per cent.

It appears that the report of the death of the liberal college even in the state university is greatly exaggerated.

The present day attitude of the University of Chi-

cago toward the college of liberal arts has just been given expression by President Robert M. Hutchins. In "President Hutchins' Program" are to be found the words:

> The undergraduate colleges are here to stay and are to be improved. The plan is to offer a kind of undergraduate education such as the state universities are not prepared to give, and to develop the very best methods of undergraduate education.
>
> Thus the undergraduate college is an indispensable member of the trio, colleges, graduate departments, and professional schools. The college is not a tolerated younger brother. He has been taken into the firm and is there to stay.

President Harper called attention to the fact thirty years ago that the university idea in the United States was just developing. He predicted that "to a considerable extent the constituency of the university will be a new constituency. In large measure, however, this constituency is drawn directly from the field of the small college."

As a matter of fact, despite the tremendous increase in enrollment of the colleges, there are individual universities whose total enrollment is equal to that of one hundred good colleges. There is nothing more fully demonstrated than that the universities have a constituency of their own just as certainly as do the high schools and the junior colleges. We need to impress upon the American people the fact that American education is big business.

7. *The Professional Schools*—President Harper predicted that the professional school would largely destroy the four-year program of studies of the college. At the very beginning he organized the junior college

as a separate unit of administration at the University of Chicago. But his prediction has widely missed the mark. The professional schools are allies of the liberal colleges, not "menaces." Liberal and professional education are complementary.

In letters written during the month of March 1930 specialists in the several fields of professional education have offered the following testimony in reply to the questions:

1. Is there an increased amount of liberal arts work being required for admission?

2. Is there an increase or a decrease in the amount of liberal arts work in the professional curriculum?

3. Has the saturation point been reached so far as enrollment is concerned (a) in the professional schools; (b) in the actual practice of the profession?

Dr. N. P. Colwell, Secretary of the Council on Medical Education and Hospitals of the American Medical Association, submitted data showing that the American Medical Association requires sixty semester hours of arts work for admission to the medical schools. However, twenty-two colleges require more than sixty semester hours and four require the baccalaureate degree or the equivalent. Dr. Colwell says:

> It is not believed that the saturation point has been reached in the admission of medical students, since the enrollment in medical schools is constantly increasing each year.

But he adds

> Students are having some difficulty in finding a medical school owing to the present trend toward the limitation of enrollment whereby application needs to be made to several institutions before a place is found.

President A. G. DuMez of the American Association of Colleges of Pharmacy writes:

(1) At present the standard for eligibility to most schools of pharmacy is graduation from a four-year high school course or its equivalent.
(2) I believe that it can be said without fear of contradiction that there is a tendency to increase the amount of liberal arts work in the curricula of the schools of pharmacy in general.
(3) a. It is believed that the saturation point in enrollment of schools of pharmacy has been reached as there has been practically no increase during the past three years.
b. The saturation point seems to have been reached in the practice of the profession also; in fact, the number of drug stores, especially in the cities, is greater than the actual need for professional pharmaceutical service.

Dr. Zada M. Cooper, Secretary-Treasurer of the American Association of Colleges of Pharmacy, writes:

The amount of liberal arts work incorporated into the professional curriculum has increased very much in recent years. . . . I am inclined to think that the saturation point in enrollment has nearly been reached. . . . The saturation point is nearly reached in the practice except in some branches. More teachers, or rather teachers with better training are needed.

Dean Albert J. Harno of the College of Law of the University of Illinois and Secretary of the Association of American Law Schools, says:

(1) There is an upward trend in the requirements of college work for entrance to law school. Two years of college work is the minimum set by the Association of

American Law Schools. Many of the schools of the Association require more; some three and a few even four years of work.

(2) Liberal arts work as a part of the professional curriculum is a thing of the past. If there is any tendency now it is to decrease such work.

(3) There has been a gradual increase in enrollment in law schools. I believe, though, that the profession has reached a point of saturation. It has been impossible for the profession to assimilate all who are taking law work.

Dr. Alfred Z. Reed of the Carnegie Foundation for the Advancement of Teaching says:

> The fairly indicated conclusion is that the enrollment is certainly not increasing as rapidly as it did up to 1927, and may even be stationary or diminishing.

As to whether the saturation point has been reached he remarks:

> That is what everybody wants to know. If anybody attempts to answer this question for you, tell them, with my compliments, that we have at present no data on which we can base a reasoned judgment.

A statement by the Honorable John W. Davis may throw some light upon the doubt just expressed by Mr. Reed. Mr. Davis says:

> There are now, there always have been, I think, at the American Bar, two distinct schools of thought. There is the school of opportunity which argues that the field must be left open to all aspirants and no barriers must be put in the path of the ambitious man. There is the school of fitness which believes that he shall be qualified to render adequate service to his clients, to the courts, and to the public at large.

Mr. Will Shafroth, Adviser of the Section of Legal Education and Admission to the Bar of the American Bar Association, says:

> There is a very distinct tendency among the law schools of the country, considered as a whole, toward increasing the general academic education required for admission to the law schools.

Dean W. E. Sealock, Secretary of the Association of Departments of Education in State Universities and Land Grant Colleges, writes:

> In the normal schools, there is distinctly an increase in the amount of academic work with a corresponding decrease in the professional work. There is no general tendency as I see it in the colleges of education to increase the professional work.
>
> If students continue to be trained for the elementary school on the high school level, the saturation point in educational institutions is now with us; but, if all training below the normal school and college was eliminated, there would be in Nebraska and Iowa, states with which I am acquainted, an insufficient number of teachers to staff the schools.

Dean Charles W. Hunt, Secretary-Treasurer of the American Association of Teachers Colleges, writes:

> There is undoubtedly a greater emphasis on a substantial cultural background in the requirements of the teachers colleges, both for entrance and in their curricula.
>
> There is a strong tendency to increase the requirements for admission to the profession, as a result of an apparent over-supply.

Commissioner Smith of the Commonwealth of Massachusetts advises that last year there was an overproduction of teachers in the normal schools of that state, which situation has been corrected by reducing the number of entering students.

Dr. C. C. Williamson, Director of the School of Library Service of Columbia University, writes:

> The tendency for the last few years has been decidedly in the direction of requiring more liberal arts work as a prerequisite for the library school course. When I made my study for the Carnegie report nearly ten years ago very few of the library schools required a bachelor's degree for admission. Now they nearly all do, and those which still admit on examination without the degree actually have comparatively few students who are not college graduates.
>
> I think it is safe to assume that library school enrollment will continue to increase, although I doubt whether it will or ought to increase as rapidly in the next five years as it has in the past five. Several directors of leading library schools seem to be of the opinion that the saturation point is close at hand for the employment of professionally trained librarians. We have had no difficulty so far in placing our graduates but I understand that some of the Western schools have found it very difficult and are therefore inclined to try to cut down their enrollment rather than to increase it.

President William E. Wickenden, Case School of Applied Science and until recently Director of the Society for the Promotion of Engineering Education, says:

> There is a well-marked tendency to increase the amount of work in distinctly liberal arts subjects in

the engineering curriculum. . . . There is no prospect of a saturation point in the enrollment of the engineering schools or in the actual practice of the profession. The best available information based upon a detailed survey of industries in New Jersey, supplemented by extended studies of the National Industrial Conference Board, indicates that the technical industries and professions are now recruited to only about one-third of their optimum strength.

Dr. H. P. Hammond, present Director of the Society for the Promotion of Engineering Education, says:

(1) The basic methods of admission to engineering courses have always been, and still are, the acceptance of high school credentials.
(2) From my observation, backed by a good deal of data, there is a clearly pronounced trend in the direction of an increase in the amount of liberal arts work in the professional curriculum.
(3) A few years ago almost all of the liberal arts work was confined to the first two years. A number of schools have now introduced such courses in all four years.
(4) I would say that we are perhaps 20 per cent below capacity in enrollments, taking the country as a whole.
(5) The reverse is true, however, in the employment of graduates. The demand for engineering graduates has increased very rapidly and at present exceeds the supply.

The estimates submitted by these specialists go to show that the professional schools are depending more and more upon a liberal foundation for their work. Almost without exception they are either increasing the amount of liberal work required for admission or

they are adding liberal work to their curricula, or both. Some of them, as will be observed, are convinced that there is no great demand for a larger influx of students into the professional schools, especially for less well-prepared students.

There is no doubt, whatsoever, but that the future will require a more thoroughgoing preparation of those men and women who shall devote their lives to professional service. A distinct current has set in against the shortening of the period of professional preparation.

President James Rowland Angell, speaking of the Yale Institute of Human Relations before the Association of American Universities in 1929, said:

> It only remains, I think, to stress once again the fact that, while the Institute will constantly be aiming at the solution of significant problems, it conceives the training of personnel as possibly the most fundamental of its obligations. It would send out into the community medical men so trained as to have a far broader appreciation than is now customary of the psychic and social and economic and sociological factors which may enter in to affect crucially every serious illness.

Dean Young B. Smith, of the Columbia Law School, calls attention to what he calls the "intellectual inbreeding" in the legal profession. This, he says, is due to the lack of the proper and dynamic touch with life and society. He asserts that seldom do the courts utilize the knowledge of the economist, the historian, the psychologist, or the philosopher in determining social policy. As a result, legal standards are often inconsistent with actual experience.

Dr. Gerald W. Johnson, speaking of the work of the Johns Hopkins Institute of Law, calls attention to this fact thus:

> The opinion that the law is unnecessarily uncertain and complex, that many of its rules do not work well in practice and that its administration often results not in justice but in injustice, is general among all classes and among persons of widely divergent political and social opinions.
>
> The business of the jurisconsult is to read the minds of men. He endeavors to understand, first, what the ancients meant when they enunciated the principle, and second, what the legislators meant when they undertook to apply it. This process calls into play imagination, insight, intuition, logic, all the powers that are the special equipment of the philosopher.

And as illustrating the same philosophy of professional education he adds:

> The idea that inspired the great quartet, Osler, Halsted, Welch, and Kelly, who started the Johns Hopkins Medical School, was simply that too little attention was being paid to the framework. Therefore for forty years the school has concentrated on that. The result has been the production of a relatively small number of healers, but a relatively large number of pure scientists.

One of the most striking statements which have been evoked by the establishment of the Institute of Law, the purpose of which is the scientific study of law as an agency for the regulation of human conduct, is that of Frederic R. Coudert, who says:

> The situation of the law in the United States is lamentable. There is, I believe, a profound distinction between law in the sense of the crystallized common consciousness, custom or tradition of the community, and that mass of ill-digested sociological aspiration which so often takes the form of statute. The whole

> question of the relation of law to life in our American commonwealths is one that has never been thoroughly analyzed in light of history and of science. . . . We cannot longer continue to segregate law into a water-tight compartment apart from politics, economics, finance and psychology.

Is it still necessary to ask for precious time and space for the bromidic remark that the great professional schools are those which take great pains in the training of their students and that the great and successful practitioners are those with profound learning?

It is a very significant fact that an increasing number of state colleges, teachers colleges, and even of schools of technology are applying for admission to the Association of American Colleges on the ground that they have developed liberal arts courses leading to the baccalaureate degree.

8. *Business*—Not only are the professional schools allies of the liberal colleges, but business is an ally as well. President Walter S. Gifford of the American Telephone and Telegraph Company has shattered the stubborn myth that high scholarship unfits men for business. He reports that a study of the record of 4,125 of the college graduates in the Bell System from 104 colleges demonstrates the superiority in the System of men who have established the habit of successful mental accomplishment. "On the whole," he says, "the evidence is very striking that there is a direct relation between high marks in college and salaries afterward in the Bell System."

9. *Wise Counselors*—One of the greatest assets of our colleges, an asset not often listed but of supreme importance, is the fact that they have the confidence, counsel and advice of our most distinguished and able

citizens, who by the thousands serve without money and without price on the college boards of trustees. I refer not only to the astonishingly long list of such men and women as Hoover, Coolidge, Root, Hughes, Taft, Morrow, Frances T. Cleveland Preston, Ida Tarbell, Judge Florence Allen, Ruth Hanna McCormick, Roosevelt, Young, Dawes, Garfield, Baker and Kellogg, but to hundreds of others who are the wisest and most trusted guides of state and community, if not of national and international, progress. Such men and women guarantee the religious, civic and financial integrity of these highly favored instruments of social progress. To mention but one item, very little money has ever been lost by college boards of trustees. Some of the best brains any college community has, are thus at the service of its college, and our American psychology is such that these wise counselors count their board membership a privilege and an honor.

10. *The Financial Problem*—In his entire analysis President Harper made no more wise assertion than this: "But after all, the greatest difficulty of the small college is its lack of means with which to do the work demanded in these days of modern methods, the methods of the library and the laboratory."

If President Harper were here now he would add to this statement "in these days when professional salaries have been doubled and trebled and need to be doubled and trebled again in order to furnish to our gifted teachers the necessary means of living and educating their families." It is at this point without doubt that many small colleges are at a distinct disadvantage. So relentlessly has the sociological principle worked—to him that hath shall be given—that some of our worthy colleges are on the verge of starvation and are facing

financial disaster. The operation of this principle has brought it about that ten institutions now have endowments each of twenty millions of dollars or more, while twenty institutions have an aggregate of half a billion dollars endowment; as much endowment as the eight hundred other colleges put together. Of course, it is not true that these fabulous sums of money are available entirely for liberal education.

"No greater acts of heroism or self-sacrifice," said President Harper, "have been performed on battlefield, or in the face of danger, than those which are written down in the book of the recording angel to the credit of the teachers whose very blood has gone into the foundations of some of our weak and struggling colleges. There are scores of colleges which live today, and in God's providence will continue to live, because of the devotion, even at a terrible cost, of a few teachers, or a few alumni. Such devotion money cannot purchase. It is worth more than money. It is a gift more precious than anything material."

What the American people need to understand is that thousands of their fellow citizens are actually struggling against poverty and deprivation in order that their sons and daughters may have the blessings of a liberal education. If men and women of means could look into the homes of some college professors, possibly the professors of their own children, certainly professors who possess eminent qualifications and deserved renown, they would understand what President Harper meant thirty years ago. These things ought not to be. The American people must not starve the goose that lays the golden egg. These golden eggs constitute a priceless treasure. It is not simply that American education is a multi-billion dollar enterprise. There

are values here that money cannot measure, but for the realization of these values money must be supplied. America is still in her pioneer stage educationally and true statesmanship demands that worthy colleges with demonstrated fields and constituencies must have adequate support. America must remember that her liberal colleges are her chief citadels of culture. They should be built to stand forever.

AMERICAN HIGHER EDUCATION

Ray Lyman Wilbur

This is evidently not the place for a university president to become a prophet; nevertheless, I think it is well for us to see just what our problem is, in order that we may better work toward a solution. It seems to be the habit here to present the facts and figures. I have brought along just a few.

You are all familiar with the fact that in the United States we have spent a great deal of energy in keeping religion out of our public schools and a great deal of energy in putting it into our institutions of higher learning, so that the American college means to many people the denominational college as we know it here in America.

The Office of Education tells me that in 1927-28 out of 1,076 higher educational institutions, 226 were under public control and 850 under private control. As you realize, much of our advance in education has been due to the fact that we had independent, widely scattered institutions, capable of trying out various experiments, willing to harmonize the particular work which they were trying to do with the needs of the surrounding community. There has been a great accession both of wealth and of students to the institutions of higher learning. No one can quite foresee what will take place here with an expanding population, expanding wealth, increasing leisure and consequently greater opportunity

for youth to go forward in education to stages beyond those even thought of in the past.

Our economic strength gives us unusual educational pressure. We can understand, perhaps, the financial side by remembering that there are about 184 of that large group of colleges and universities with productive endowment of one million or more. Of these, twenty-two are publicly controlled and 162 privately controlled. In other words, roughly speaking, there are around 900 institutions ranking as colleges that are struggling to do the work in front of them, struggling with a large number of students, with underpaid faculties, with small libraries, and with rather indefinite hopes, in so far as we can see, for their expansion.

We say struggling advisedly, since with increasing population, advancing costs, expanding student bodies, enlarging faculties, improving high schools and multiplying junior colleges, the lot of the college unattached to the taxpayer is a hard one. It is now a survival race with the weaker colleges striving to avoid that exit which is inevitable for many of them.

Basically the difficulty is due to the great advances made by our civilization and the call upon the college for an enlarged and more expensive service. The laboratory brought in costs beyond the capacity of the normal tuition fees and the income from existing endowments. Each college must study and face its own problems, its geographical advantages, the possibilities of its campus, the sources of its support, its relationship to competition, and then determine whether it will become a sound junior college or develop the resources to continue as an effective college in this changing period with its greater responsibilities.

My own thought is a little different perhaps than

that of the previous speaker. I think the four-year college leading to the A.B. degree is becoming so encroached upon from below by the rising high school and junior college and so drawn into the university above with its advanced work and professional schools, that as we have known it as an entity it is passing from the picture. There is no doubt, though, a secure and well entrenched place for many colleges where the teaching faculties are satisfied to forego research and the presence of advanced students and where they are glad to give a full teaching service to aspiring youth. I think, too, that the best of the colleges will soon add another year in order that the so-called cultural education may keep step with the advancing opportunities and requirements of this particular period.

Let us analyze the situation for a moment. There is no doubt at all that colleges are hard to kill. Traditions are hard to kill and alumni, some have said, ought all to be killed. But, at any rate, the alumni, with their keen and devoted interest and the fact that they have developed loyalties to institutions, give at least the chance for many institutions to obtain an active support.

The taxpayer is probably the key to the situation. Every college and university, well fastened on to the taxpayer's pocket, seems to be secure. The high school, the junior college, the state university, put into that relationship, advance without difficulty. We are putting more and more onto the taxpayer—good roads, better health, more public welfare—and this all plays into our school system.

We are now, in medicine, facing the question of whether charity will continue to be the function of the doctor or whether it belongs to the public through the

taxpayer. In a committee which is now making a study of the cost of medical care, it is becoming evident that the doctor cannot continue to carry that full burden as he has done in the past.

Education in this country has had a call upon the taxpayer and upon the free giver. Just how much we have in the way of available wealth that can come to education no one knows. Judging from the large amounts that have come in the past, we have good reason to think that great sums will continue to come in the future.

We must not confuse, in looking at our colleges, the external shell with the college itself. I am reminded of the story of the young married couple who were standing looking down at their first born in a fine new baby carriage, just purchased by the husband. The young wife put her arms around her husband and said: "George, just think, isn't it wonderful that that belongs to us." The young husband replied: "Yes, isn't it wonderful to think we could get a carriage like that for $14.50." It all depends upon which you are looking at, the baby or the baby carriage. Our discussion of a topic like this is apt to lead us into thinking of the baby carriage rather than the baby.

We are apt to think in terms of buildings and standards of various sorts and of the amounts of endowment. While we know that some institutions have been able, in the face of adversity and poverty, to do a good job for many students, that cannot go too far. Too many colleges short-change their students. The only thing that a student has is his time, and if you compel him to spend four years at a place where he is wasting his time because of lack of opportunity, lack of exposure to the things that are real, you are short-

changing him, and the question is whether that is not taking place in a considerable number of colleges in this country today. The college must do a good job. It cannot do a good job without a well paid faculty and as has been indicated, without laboratory expenditures, without libraries and suitable buildings. It costs money to give pupils an opportunity and a training, more money than can come out of the tuition fees of a public made up as is the American public.

We have wanted to keep the paths open for the boy of little economic opportunity, and if we are to keep those paths open, then there must come either from the taxpayer or from private benevolence margins so that institutions can take care of their faculties and have such equipment that the student will receive his due.

Sometimes in looking over college and university courses and the multiplicity of them, trying to cover fields where one can see there is inadequate personnel present, I am reminded of the story of the woman who was very devoted to the food conservation program in the days of the War. She believed in following all the directions upon the food card. One morning her cook came to tell her she was going to leave. She said: "Why, Mandy, you have to cook for somebody. This is a nice place. You might as well stay and cook for me. What is the trouble?" Mandy said: "Well, since that food conservation business came in there is too much shifting of the dishes for the fewness of the victuals." In a lot of these curricula, there is too much shifting, too many courses for the substantial, fundamental basis that should be there.

The college must expand. The A.B. degree is no indicator at the present time of what a man should do. This civilization is demanding more and more of its

men and women. Culture does not mean four years. That is the traditional thing. It means a certain kind of exposure to opportunity, association with educated and cultured men, and a sound training. More is required today if the A.B. degree is to be outstanding. That is why I say the good colleges must seriously consider three years beyond the junior college period if they want to give a man what can justly be called today a cultural training.

So, the college has more than the problem of mastering the four-year period. It has the problem of expanding cultural opportunity as Dr. Kelly has pointed out. That means money. Unfortunately education, in the modern sense, is costly. So that we face, as I look at this series of questions in front of us, the problem of how we shall do it. How can we go on giving more and more opportunity for our students? How can we make the American college of such a character and of such strength that it will go forward doing its job in the generation ahead as it has done in the generation gone by?

I say frankly I do not see how it can be done unless there can be more financial strength come to these institutions so that their faculties can have larger salaries and more opportunities and their students receive advantages that can come only in that way. We cannot always carry these colleges on the backs of these devoted faculty men and women. They must have support. They must have the interest and support of the institutions that are strong. But, above all, they must have the support of their communities, and of their alumni and of those interested in their general problems. As I said before, I think it is going to be a matter of survival. All those who have strength can get more

strength and those that cannot ought to drop out of the picture or into a position where they can do that service which they can do well. There is no use in trying to continue to do a service which cannot be done with the resources that are available.

There is a great advantage in the small college, in the close association of the students, and of the faculty. Size takes personality out of an institution to a large extent. Personality is significant in all education, so that there is a real function, a real opportunity for the small college. I do not know what the outcome will be but I do know that judging from the past, from the American college of the future will come a high percentage of that leadership in culture, service, spirituality and citizenship vital to our country.

THE LIBERAL ARTS COLLEGE

JOHN HUSTON FINLEY

HAD I continued in the office which I resigned some years ago to begin life as a journalist, I who was once the youngest college president in the United States, should now be the oldest in point of service, belonging to the mesozoic period. I have been asked to discuss the subject assigned to me doubtless because it was assumed that I could speak with the wisdom of age about the American college and with a certain detachment, for metaphorically I stand on the walls of the world like Priam on the walls of Troy with the impersonation of the American Alma Mater, as Helen, at my side pointing out the younger leaders in the struggle on the plain below. And we in our hearts say of this modern educational divinity, the tutelary of every college campus, what the wise men who sat by Priam said in their winged words when they saw approaching the Helen whose face had launched the thousand ships:

> Small wonder is it that men should for such a woman be willing to suffer so much.

(I have just been at a meeting of alumni of my own college, where we had to indicate how much we were willing to suffer.)

I have in this period of approximately a half century seen some of the great figures in higher education come, some go, and some both come and go. I have seen

Butler, Lowell, Hibben, Angell and Farrand come, I have seen Eliot and Dwight and McCosh go, and I have seen Wilson and Harper and Tucker both come and go. I have seen the rise of the College Entrance Examination Board and of the great Foundations. Mr. Carnegie in my early days as a college president referred to a college as "a monastery mitigated by football." That was before the Carnegie credit measure, such as is now in general use, had come into our college arithmetic:

50 minutes make an hour
5 hours make a week
36 weeks make a year
4 years make a degree.

(Nor was there, parenthetically, a pension in sight for old age.)

Each college went its own way, unstandardized except by its own ambition to equal the best. My college had a Hamilton College curriculum with coeducational and scientific adaptations. There were no elective "educational tokens," such as those whose use a dean of a western university recently remarked had made his office no longer a place of educational counsel and guidance but "a market place for the exchange of these negotiable elective tokens by which one through skillful barter might come to his degree and yet be a versatile ignoramus." Nor had the psychological tests been invented by which the particular compounds could be selected for those who had benzene minds capable of many creative possibilities, or provided for those who had no conspicuous affinities. The Ph.D. was a rarity and the A.M. a gratuity.

But the most striking phenomenon of the period has been the immense increase in the secondary and higher

educational population. It is the most astounding movement in educational history since the time when Abelard drew thousands out of the cities into the fields where they subsisted on rustic dishes and coarse bread and lived in mud houses and slept on grass to be near this great teacher. There were not enough college students in the entire United States then to fill half of the Yale Bowl.

In the year when I entered a public high school on the way to college people were still debating the legality of a high school. There was one high school in Nebraska and one in Colorado. There were 100,374 high school pupils in the United States. According to statistics made public by the Commissioner of Education a few days ago, there are now considerably over four millions (4,217,313 in 1928)—more than fifty per cent of the total number of boys and girls of high school age. Of these, nearly a half million are graduated yearly and nearly half of them go on to college or some other educational institution. There were in all the United States at that time no more college students than are now yearly enrolled in a single one of our largest universities. There are now a million young men and maidens on the college rolls, somewhat more maidens than men, though a half century ago there were more men than maidens.

So in the space of one life, which has not yet accumulated the required three score and ten units for graduation, the American college has in its varied flowering become the most popular institution of higher education in the world. Only a few years ago, in 1924, Professor Richardson, in the most thoroughgoing study made of the liberal college in America, England and Scotland, said that there was never a time when the

college, either as a branch of the university or as an independent institution, has seemed more active or virile, more confident of its position, never a time when its recognition as the heart of the system of higher education in America was more general, never a time when those branches called liberal as distinguished from those which prepare for vocational schools were more valued by students, never a time when it has been less complacent or more anxious to modify its policy for the best interests of those under its charge.

And yet this conference has been prompted by the fear that the American college may become but a vestigial organ in the system of which it has been the heart —that it may be squeezed out or atrophied by the high school heightened to the junior college on the one hand, and by the professional or pre-professional courses of the university reaching down to the graduated sophomore on the other. The extinction of the American college as a cultural institution, except as its disciplines have part in the preparation for professional life, would be the most disastrous evolution. It would take out of our common life the most active centers of buoyant idealism in a very practical civilization. The college is the modern incorporation of Isaiah's liberal one who "has desired liberal things and by liberal things shall stand," or as it is in the revised version "and in liberal things it shall continue." When I was a sophomore in college I declaimed in a contest one of Wendell Phillips's orations with this still remembered fragment:

> My Lord Bacon as he takes his proud march down the centuries may lay one hand on the telegraph and the other on the steam engine (or the steamboat as it was in one version) and say, "These are mine, for I taught you how to think."

I thought then only of the rhetorical and declamatory values of this dramatic passage, but this now suggests the cornerstone of the liberal college.

Usually one does not find much of general interest in a college catalogue, unless one is looking for a college for one's son or daughter, but I have found the current Oberlin catalogue most interesting in its definition of the aims of the liberal college. Wendell Phillips's "My Lord Bacon," the father of the "inductive method," would be exceedingly pleased that the first aim is

> To train students in the methods of thinking and in the use of the main tools of thought.

There is a better illustration, however, than Wendell Phillips found, furnished in the last week's news. Fifteen years ago the mind of a man, graduated from what was a small college in his day, saw by the eye of mathematics which reaches out into the solitudes of the stars and there meets the divine mind (and with that faith which is the evidence of things not seen), a planet which no telescope had discovered. I have suggested that it should bear the Olympian name "Minerva" because it has sprung full panoplied from the mind of man, as did the ancient goddess of the mind from the brain of Jove. Here is the liberalized mind glorifying the God by whose word worlds have been framed—here, as the Poet Laureate has just written in his "Testament of Beauty," "where man wandereth into God's presence."

I have often thought that the answer of the catechism as to the chief end of man is the best definition of a college education; "to glorify God and enjoy him forever" means liberating one's mind by thinking upon all

that may lift man toward new heights—for why else was he lifted to his present heights if he can go no higher?

One of the most significant and encouraging indications of the vitality of the college of liberal arts and of the small college in which it has had its development is the recent movement to create small colleges within the great universities and even to segregate them. The multiple college is the best augury of the continuance of the American college as a distinct and independent institution. Harvard and Yale have sought to overcome the educational disadvantages of bigness by segregation within their gates, while the University of Pennsylvania, according to the announcement in yesterday's paper, is carrying her college of liberal arts out into the country, and Columbia has adopted a rural college a hundred miles away from her urban campus.

They have thus escaped the fate of the Baluchitherium. A recent English essayist presents the thesis that nature thought to achieve its highest excellence by assembling as many cells as possible in a few giant creatures; but the result was a giant lizard or a giant pig that could not adapt itself to its environment. Nature then went back to the flock, the herd, the swarm, in its effort to attain the excellence toward which it was driven by some divine urge through the free communication and coöperation of many independent entities. The great universities are escaping the fate of these giant fossils of failure by the multiplication and cooperation of smaller units of liberal culture.

There are four other main aims and six minor ones in the Oberlin list, but there is nothing said about vocation except

> To prepare them—its young men and women—for further study or (within certain limits) for occupation after college.

And I discover that the only vocations for which they specifically prepare are teaching and physical education.

I am glad to bring this list of aims to your attention. It is called a chart, but it is not like the chart that is set before the mechanical helmsman on the great ships—colloquially called the "Iron Mike," who holds to the course even if he breaks the rudder. It needs a teacher with a humanism that is willing to listen to the last scientific word of the gnat or the atom, that does not fear contamination by the useful, that glorifies labor yet does not make that the end of human existence, that offers the wisdoms of leisure, that has the imagination to see the "soul under the fact," that is ready to go into the agora and teach its men of business to become merchants of light—a humanism that will pursue the interesting with disinterestedness, that will liberalize the practical by unselfish use and interpret even the commonplaces of life in their spiritual significance.

There is one additional aim that I would suggest, though it is implied in the aim to encourage continued liberalizing study through life, and that is to prepare for the best use of leisure. Wisdom "cometh by opportunity of leisure," says the Son of Sirach. And it is through an education for leisure's right use that the college can best fulfill its function. I thought when I arrived at this conclusion some fifteen years ago that I was the first who had ever reached it, but I discovered upon further reading that Aristotle had said it

more than two thousand years ago. He made it, in fact, the chief end of education, but it was the chief end of only the few; for the many there was no leisure. Now all have leisure—compelled leisure, and increasing leisure. Even the humblest laborer has sixty hours a week aside from work and sleep in which, as Arnold Bennett said, "to spin health, pleasure, money, content, respect, and the evolution of an immortal soul."

And it is not idling to prepare for it. It is the period of the academic fallow. A fallow field is not an idle field. It is the plowed and harrowed field, cleared of stones and thorns and often sown to some other crop than that which is expected to yield a greater crop because of the increased fertility due to plowing under the temporary crop.

President Angell of Yale, speaking of the multiple small college, said that it offered "the social advantages of the small Yale College of the earlier generations amid the intellectual advantages of the great university." Since these great institutions cannot grow much greater (Columbia last week asked for $39,000,000 more but not to increase its size) it becomes the part of wealth's wisdom to endow the small liberal college with the intellectual advantages which proximity to a great university now gives. And with modern conveniences of transit and communication, the railroad, the motor and the radio, this will be increasingly possible and practicable.

It is perhaps not surprising that the men now foremost in public affairs are men who for the most part had their education in small liberal arts colleges, for all colleges were then liberal arts colleges and were small, —Mr. Root of Hamilton, Mr. Owen Young of St. Lawrence, Mr. Hughes of Brown, ex-President Coolidge of

Amherst, and President Hoover and Secretary Wilbur of Stanford (which was but a horse pasture when I was a college student). The institution which bred such men should not be permitted to perish out of American life. It is the outpost of our civilization.

A few summers ago I was asked, on arriving in Greece for the celebration of the opening of the new library built by the Carnegie Corporation on the slope of Lykabettos, to say a congratulatory word on behalf of the colleges, universities and learned societies of America, the new Hesperia, and I started early the next morning for Delphi to consult the oracle as to what I should say. In that most impressive place in all the earth, where the two eagles of Jove met to mark it as the center of the world, I got this Delphic reply out of my own meditations, but addressed to me as an American living in a sky-scraper city:

> Boast not of towers for thus did Babel boast,
> Nor wheels, remember old Ixion's fate,
> Nor Sisyphan statistics upward roll,
> 'Tis education that decrees your fate.

The sort of education, with characteristic Delphic ambiguity, was not disclosed, but I think I may venture to say that it was in an anthropocentric (a man-centered) and not an ergonocentric (a job-centered) education, that the oracle saw for us a happy fate. And out on the plain between Athens and Marathon, where Pheidippides ran to announce the victory over the Persians, an American college is rising as a gracious emblem of our debt to "Hellenic humanity" which in its Renaissance illumined Europe, planted her cities with universities of learning and sanctuaries of the spirit and in its Atlantic lampadedromy lighted torches in scores

of early American colleges, whence the light is again carried back to Constantinople, Beirut, Cairo, Greece and farther shores by the American college. (Only a few days ago I had in my home the president of an American college in Teheran, which lacks only 6,000 volumes for its library to secure a permanent charter.) It is our distinctive gift of higher education to the world. Tens of millions of dollars have been spent in recent years to enlarge our already great universities, and now they are beginning to spend tens of millions more to keep in its integrity and in its intellectual and moral potency and in its smallness the college of liberal arts from which they all sprang. That is the most gratifying sign in recent higher educational development. But we need hundreds of millions more to keep the hundreds of small independent colleges in their intellectual integrity and spiritual power in American life and in the life of humanity.

"It is a small college," said Daniel Webster of Dartmouth, "but there are those who love it." So may we say of the generic small college in America: "It is a small college, but there is none above it among Wisdom's liberalizing places of understanding."

A LIBERAL ARTS COLLEGE MOVEMENT

ALBERT NORMAN WARD

I FEEL that I should make a brief statement concerning my connection with this movement. I use the word "movement" advisedly, for I believe that something is on the way which has divine sanction and which will result in great good for the colleges of liberal arts of this country.

Several years ago, while the Council of Church Boards of Education was in session in Chicago, the afternoon papers brought the announcement of the great gift of Mr. James B. Duke to education and to other philanthropies. I was deeply impressed by the announcement and went to my room to think it over. The more I thought about it, the more I became convinced that the wealth of this country, if rightly appealed to, could be mobilized in the interest of Christian education. For the money of this country is largely in the control of Christian men and women. With this in mind, at the evening session of the Council, I made a suggestion that a movement should be started to enlist the men and women of means of the United States in a concerted movement to provide the denominational colleges with endowments sufficient for them to do their work in the most efficient way. I made a motion to this effect, which was seconded and passed.

At that time the college of which I am president had

an endowment of $250,000. Our college has had an honorable history, and has done very creditable work over a period of sixty years. But its endowment was not sufficient for its needs. I went to New York to lay our cause before the General Education Board. All they knew of me was that my name was on their files as president of Western Maryland College. They listened to what I had to say. I stand with bared head and bowed before the memory of Dr. Wallace Butterick and Dr. E. C. Sage. They were men who never forgot the common touch, and though dead, they yet live in the memory of the institutions they befriended. They carried our cause to their Board, and the result was that the General Education Board granted us an appropriation of $125,000, with the condition that we should raise $375,000 in addition to their appropriation. Without the gift of the General Education Board I doubt very much whether we could have increased our endowment funds by any considerable amount. But because of the help and encouragement thus given our endowment has grown from $250,000 to approximately $900,000.

Realizing what had been done for us and for some three hundred other institutions by the General Education Board, I came to the conclusion that I owed something by way of obligation to the several hundred other institutions of this country which were just as worthy and which were just as necessary in the field of higher education as was my own institution; and I resolved that if the opportunity ever came I would redeem the promise I made to myself after help had come to my own college. That opportunity seems now to have come, and I am here to assist in starting a movement which, if properly launched, should bring

financial relief to every worthy college of liberal arts in the United States. This is my defense for the persistence with which I have pursued the matter during the past six weeks, and my apology for the more or less presumptuous stand I have felt called upon to take in trying to lend a hand to a movement which, I profoundly believe, can be of great help to the liberal arts colleges of this country.

That a crisis has been reached in the affairs of the liberal arts colleges of this country, there is no doubt. This conference—called together as a result of a meeting in a hotel room in Washington in which forty-five college presidents took part—is now in session; and there is statesmanship sufficient in the group of college administrators in this room tonight to face the facts of an acute educational situation, and to find a remedy which will appeal to the American people as reasonable and as possible of attainment. There is money enough and to spare, in this country of ours, to place within the hands of all institutions of higher learning which are needy the financial resources which are required to enable them to function effectively in the cultural education of a million men and women now in college or to be provided for in meeting the student needs of the next decade.

The idea which at first embraced only the denominational colleges, like all ideas born of a Christian impulse, has broadened out to include all colleges of liberal arts, whether large or small, whether of church or of state, whether state-owned or privately controlled; for liberal cultural education knows no east or west, no north or south, and embraces all faiths and all creeds, and seeks but one end—the giving of equal opportunities in cultural education to all children of

the republic who come within its reach and are able to take what it offers. All colleges of liberal arts owe allegiance to one great ideal, and all are brethren in a common cause.

In order that we may have something to start with, I wish to submit for the consideration of this conference certain suggestions which have strongly appealed to me. Do with these suggestions what you will. If anyone has anything better to offer, then offer it. But laying aside every obstacle, we ought to come to some conclusions before this conference adjourns which will make straight the path before us, and give hope to hundreds of colleges which are endeavoring to meet the responsibilities and the opportunities of a serious educational situation so far as the colleges of liberal arts are concerned, and which demand concerted action on the part of the whole group of colleges, if the college of liberal arts is to maintain its high place in American education.

THE PROBLEM STATED

There are between 700 and 800 colleges and universities in the United States, and in these institutions there are enrolled approximately 1,000,000 students. Within the next decade there will probably be more than 1,500,000 students enrolled in both the four-year colleges and the junior colleges. In making provision for higher education for the next decade we must take into consideration the needs of a student population considerably in excess of 1,000,000.

From the most reliable sources there are enrolled in the state universities about 250,000 students. This total includes the summer school enrollments. One hundred institutions—those with the largest endowments—take

care, approximately, of an additional 250,000 students, including, as in the case of the state universities, the summer school enrollments. The state universities and these one hundred most highly endowed institutions have practically reached capacity enrollments.

The one hundred most highly endowed institutions, enrolling 250,000 students, hold about three-fourths of the total college and university endowment funds held by all institutions of higher education in the United States. The remaining institutions provide higher education for approximately 500,000 students on about one-fourth of the total endowment funds held by the institutions of higher learning in the United States. And upon these institutions will fall largely the burden of the increasing enrollments to be expected during the next decade.

The proportions above stated are not fair to the 1,000,000 students who make up the college and university student population of this country. The large institutions need larger endowments than they now have. And in an increasing proportion the smaller institutions need larger endowments, if they are to do the most efficient work in taking care of so large a share of the educational load. It is easy to see where additional endowment funds can be applied to great advantage in making provision for overcrowded and overtaxed college and university conditions.

RECOMMENDATIONS FOR CONSIDERATION

The following recommendations are respectfully submitted:

That the Chicago Conference shall declare, in unmistakable terms, that the college of liberal arts has a

distinct place in higher education in the United States; that cultural education, as exemplified in the college of liberal arts, must be safeguarded from the threatened encroachments that seem to militate against it; and that there should be provided ample financial resources whereby these colleges shall be enabled to function efficiently in the interest of the cultural education of the million or more students seeking enrollment therein.

That a financial appeal in behalf of the liberal arts colleges shall be made to the American people along the following lines:

1. That an organization shall be formed, the same to be composed of such colleges of liberal arts as may desire to be included in a concerted movement, and that this organization shall be called "The Liberal Arts College Movement." The officers of this organization shall consist of a president, a vice-president, a secretary, and a treasurer.

2. That the objectives of this movement shall be to set forth the place of the college of liberal arts in higher education in the United States, and to promote a well-directed effort to secure for every properly located and worth-while four-year college of liberal arts an endowment sufficient for its needs.

3. That each institution entering into this movement shall pay into the treasury of the organization the sum of one hundred dollars, or such sum as shall be agreed upon, for the promotion of this enterprise.

4. That a Committee of Fifteen shall be appointed to carry forward the conclusions and the decisions reached by this conference. Before entering upon a financial campaign, this Committee of Fifteen shall report at a special meeting of the organization called for the purpose of hearing its report, and for its ap-

proval, this special meeting to be held sometime during the week of the annual meeting of the Association of American Colleges, in January next.

5. That the Committee of Fifteen shall be expected to make a complete study of the whole field of higher education as related to the colleges of liberal arts of this country, and as related especially to the purposes of the proposed financial campaign for increased financial resources for the colleges entering into this concerted movement; and that this Committee of Fifteen shall assemble the publicity and all needed information for the proposed financial campaign, and shall make all this accessible to the financial campaigns when and how conducted by the institutions entering into this movement.

6. That this Committee of Fifteen shall organize by electing a chairman, a vice-chairman, and an executive-secretary. The executive-secretary and the treasurer shall not be members of the Committee. The funds held by the treasurer shall be properly safeguarded and audited.

7. That the members of this Committee of Fifteen shall serve without compensation, except for traveling expenses and such other necessary expenses as may be authorized; but that a full-time executive-secretary shall be employed at a salary to be determined by the Committee. An office and such clerical force as may be required shall be maintained. It shall be understood that the Committee of Fifteen shall enter into no financial obligations not justified by the receipts from membership dues or from funds actually procured from other sources.

8. That a simultaneous and concerted campaign shall be put on throughout the United States at a time

to be agreed upon by the Committee of Fifteen and the colleges or groups of colleges entering into this movement. If possible this campaign shall be put on in the spring or fall of 1931, but not until the Committee of Fifteen shall have fully prepared the way by means of its survey of the college situation and its needs, and has compiled, in a form that can be used by the colleges in their financial campaigns, all the necessary data and publicity needed for the proposed campaign.

The Committee of Fifteen, in the name of the Liberal Arts College Movement, shall issue a statement to the American people, and shall call for the coöperation of the people of the United States in the movement to be launched. Each college, or each group of colleges with a common interest, shall finance its own campaign. The campaign may be put on by states, by areas, by denominations, or by individual colleges as may be decided upon; but it is desirable and it is expected that the Committee of Fifteen shall work out in consultation with the constituent groups entering into the movement, a plan of campaign that will bring all groups into a common understanding or agreement.

9. This simultaneous and concerted campaign in the interest of the endowment of American colleges, shall be carried on throughout the United States, with the backing of the Liberal Arts College Movement, and preceded by a campaign of education and publicity; and with the press, the pulpit, and other molders of public opinion coöperating to create the psychology and the atmosphere for a favorable approach to the public, and especially to men and women of large wealth, it will be possible for each institution entering into the movement to achieve results far in excess of any campaign entered upon single-handed or alone.

There are hundreds of thousands of people in the United States who believe in the college of liberal arts, its aims, its mission, and in its place in higher education, and who in response to an appeal of this magnitude will make it possible for our colleges to secure the endowments they need for the work they are expected to do.

It is understood that this movement shall not supersede or interfere with campaigns for funds now in progress or for which plans have been completed. On the contrary, it will assist all such campaigns in any way consistent with the general aims of the movement. Neither is it intended to specify the manner in which solicitations for funds shall be made.

10. We realize that there are colleges which should be merged with other institutions, and that there are colleges which have fulfilled their mission and should cease to exist. But who shall say? There are colleges which are needed, but which have never had a chance to get ahead. Under the spur of this movement which should reach every section of the country, the vitality of every institution will be tested; and if an institution should not be able to secure additional resources under the unusual circumstances of a nation-wide appeal, it would almost certainly fade from the picture. No better way could be devised to determine whether an institution has a place to fill in higher education than by the means of a concerted campaign, backed by a united appeal to the country.

As the result of such an appeal to the country at large, there would emerge an accredited list of colleges whose position would no longer be questioned. While some institutions would likely disappear, many institutions now struggling under great handicaps would be able to

lift themselves into the recognition they deserve and to a place among the colleges where they could bear their proper share of an educational load which is bearing heavily upon our American colleges. There are 500 liberal arts colleges in the United States which need to be greatly strengthened if the opportunities of cultural education are to be fairly distributed among the million or more students who have a right to a college education.

Should this liberal arts college movement go no further than to put on a concerted and simultaneous appeal to the country for the necessary additional endowments for our colleges, as proposed in the foregoing, the movement will have justified itself. If five hundred colleges should enter into a concerted movement, it is not at all unlikely that five hundred million dollars could be added to the endowment resources of our American colleges, an average of a million dollars for each institution. Such an achievement, probable and possible, would mean a great forward advance for the colleges of liberal arts of the United States. College administrators should not hesitate to ask for the money needed for the successful prosecution of their work. It is poor administration to ask for less than is needed to carry forward the nation's biggest business. Education is big business, and a cultural education is the capsheaf over all. Successful business, big or little, does not hesitate to make provision for the financial resources needed for its prosecution, whatever it may be. The big colleges and the big universities have asked largely, and they have received in abundant fashion. If college administrators are to meet the demands of the educational requirements of the institutions over which they preside, they must make provision sufficient for the

needs of their institutions. Whatever is needed—no matter how great the need—nothing less than that should suffice.

Five hundred millions additional endowment for five hundred colleges, while going a long way, will not altogether meet the needs of our American colleges. A college of five hundred to a thousand students should have a minimum endowment of not less than $2,000,000. With that endowment many colleges of five hundred to a thousand students could do efficient work. Some colleges need larger endowments than others. Location and other considerations have much to do with determining the size of endowments. No communistic scheme, with all sharing alike, can be brought about. Such a proposal would not be reasonable or practicable.

A concerted movement would likely locate five hundred institutions, scattered over the country, with the resources and the educational vitality sufficient to defend their right to a place among the institutions which are needed to provide ample college facilities for all seeking a college education. Then the way would be clear for the next step, which would be to strengthen these institutions and further qualify them for the work required of them in our scheme of higher education.

The General Education Board, through the generous benefactions of Mr. Rockefeller, has shown the way by which institutions of higher learning can best be helped. This great foundation has made it possible for more than three hundred colleges and universities to better qualify themselves for their educational task. But for the General Education Board, it is likely that a hundred or more institutions would have passed out of existence. This foundation has made the greatest

single contribution ever made to higher education. Other great foundations, such as the Carnegie Foundation, the Russell Sage Foundation, the Commonwealth Fund, the Harmon Foundation, the Guggenheim Foundation, the Rosenwald Foundation, and numerous others, have made distinct contributions to the cause of education. These foundations have shown the way by which help can be rendered along lines both reasonable and practicable.

If five hundred institutions should raise five hundred millions additional for endowment, and thus establish their ability to function effectively, the way would then be open for the establishment of an educational foundation which would assist these five hundred institutions in reaching the position where they could qualify in every way as colleges of the first rank. With the state universities providing for 250,000 students, and one hundred other highly endowed institutions which are now taking care of another 250,000 students, then five hundred additional "great" small colleges, with ample endowments, could provide first-class educational opportunities for the other 500,000 students who are just as deserving as those now in attendance upon the more highly endowed institutions.

It would be possible to establish such a foundation. One man might not be able to do it, nor two men, nor a dozen men, but five hundred or five thousand could. If the richest man in the country should give all he possessed for the endowment of our colleges, all his wealth would not be sufficient to bring our colleges up to the minimum endowment required. But five hundred or five thousand men could establish such a foundation, and through wise administration, such as has been given by those who have administered the affairs of

the General Education Board and other foundations, within a decade every worth-while college in the United States could be made as efficient in education as the best; and thus might be solved the problem of the liberal arts colleges of this country, and liberal education should not perish from the land. Such an attempt would be worth undertaking, for it is entirely possible of fulfillment; and with its fulfillment the liberal arts college movement, as proposed, will have attained its objectives.

It might be that the existing great foundations, working in coördination, could administer such a fund. Or, a great super-foundation, including many foundations and large donors willing to enter such a combination, might be formed to carry forward the great objectives of cultural education in our American colleges of liberal arts.

This is not a wild dream, a something impossible of realization. During the past six weeks I have talked this matter over with some of the leading financiers of this country, who have told me that the plan was feasible and practicable and could be brought to pass. If five hundred colleges in concerted movement could raise five hundred millions for endowment, then a gift no larger than Mr. Rockefeller's gift to education through the General Education Board could, through wise administration and stimulation, establish the liberal arts college permanently as an American institution.

In this way the million students to be provided for in our colleges and universities could get a square deal in higher education. The forty-five state universities, plus the hundred most highly endowed institutions, plus five hundred great small colleges, could efficiently

care for the interests of liberal education in this country for the next generation.

But first of all a concerted movement among the colleges, a veritable crusade for higher education, functioning in a simultaneous campaign in which each institution shall finance its own campaign and secure its own funds through its own solicitations. In this way, I firmly believe, our educational paths could be made straight. We would then know more certainly the institutions upon which we must depend for the future of liberal education in this country and for whose future development and expansion the friends of higher education will surely make provision.

The whole movement will be a campaign of perseverance. President Cowling says it will take three billion dollars to adequately endow the colleges needed for the higher education of the youth of America. This is a vast sum of money, but it can be provided. And it can be provided more quickly than we have ever dreamed. Whatever ought to be done can be done, and there should be no unnecessary delays. "The resources of God are promised to those who undertake the program of God." "Go teach all nations" is a divine command. The Great Teacher of the ages gave these orders, and all power will be given unto us if we go forward in His name and for His sake. The colleges of liberal arts belong to a divine order of things. America has come by the way of the liberal arts college, and these colleges are needed now more than ever before if that kind of leadership is to be had for the days to come which has given us the most worth-while things in our national possessions. "Ask and ye shall receive." And we must ask largely if we are to have the financial resources sufficient for our task in higher education.

THE CONTRIBUTION OF THE LIBERAL ARTS COLLEGE TO OUR NATIONAL LIFE

ARCHIE M. PALMER

TO DISCUSS "the contribution of the liberal arts college to our national life" before such a group as this is very much like carrying coals to Newcastle. You all recognize and believe that the liberal arts college can and does make a genuine contribution to our national life, or you would not be consecrating your lives and displaying such unselfish devotion to the realization of that end. But how many outside our own ranks have more than a faint conception of the magnitude of that contribution?

True, many more parents are sending their sons and daughters to college today than were doing so a generation ago. According to the latest available statistics of the United States Bureau of Education—those for the academic year 1927-28—the total enrollment in the 1,076 colleges, universities and professional schools reporting to the Bureau for the academic year ending in June 1928 was 868,793. In 1890 it was 121,942; in 1900 it was 167,999; ten years later it was 266,654; in 1920, with the post-War impetus it had jumped to 462,445; while in 1924 it had reached 664,266 and in 1926, 767,263. Without any exaggeration we can place the figure for the current year at close to one million, and a conservative estimate based upon the statistics of previous years would indicate that three-quarters of that enrollment is in the collegiate departments.

A French exchange professor, Maurice Caullery, writing about his experiences in the United States in 1916, made the comment that the 596 colleges and universities, about which the report of the United States Commissioner of Education gave statistics for 1913-14, "represent a considerable student population." What might he have said about the present enrollment?

Reverting again to the statistics of the Bureau of Education we find that when, in 1890, there were 121,942 students of college grade enrolled during the regular year in the colleges, universities and professional schools, the census showed 5,025,856 persons in this country of ages 19, 20, 21 and 22. In other words, the number enrolled in colleges for that year was 2.43 per cent of these four single age groups. In 1905, 3.03 per cent of those of college age were enrolled in college courses and in 1915, 4.16 per cent. In 1920 the proportion had jumped to 6.32 per cent of the college age group; in 1922 to 7.51 per cent; in 1924 to 9.03 per cent; in 1926 to 10.41 per cent; in 1928 it had reached 11.77 per cent. The numerical increase in college students has been about 100,000 for each biennium since 1920, while the proportion of increase for 1928 over 1920 has been 87.9 per cent—80.2 per cent for the men and 101.5 per cent for the women.

There is no acceptable or ready-made measure near at hand by means of which we can determine the specific value to society of an individual, of unusual attainments or determine the contribution of the college training he had received. Yet, the mere force of numbers indicates that society possesses some sort of belief in the value of a personal contact with higher education. Stern business men, cautious and level-

headed in their commercial transactions, must attribute some investment possibilities to the effect and influence of personal contact and interchange of ideas in an atmosphere of intellectual activity, or they would not expose their sons and daughters to that experience.

Last evening reference was made to the public tribute to scholarly attainment paid by the head of one of our largest industrial organizations. The publication of that tribute in the pages of one of our leading magazines will go a long way toward counteracting the carping criticisms of some of the publicity seekers who make higher education the object of their attacks.

In a few weeks now college officers will find camped on their doorsteps representatives of our largest and most progressive industrial and financial corporations, who have been sent to the colleges to recruit from the ranks of the graduating class additions to their own force. As the president of a large trust company expressed it, "every employer is looking for the man who will think." They can hire any number of persons marvelously trained in routine or in detail—human machines that will run on splendidly as long as nothing unusual turns up in the work. It has been impressed upon this executive through many years of contact with college graduates in business and in banking that the well-trained college man grasps intricate situations more quickly than the equally well-trained man who has not had the advantage of the broader fundamental education.

A recent visit to the headquarters of a large insurance company, operating nationally with a sales force of over 12,000 men and women, revealed that over half the men holding major executive positions in the company were college men and that the president of the

company was a college professor, still continuing his teaching. The proportion of college-trained men and women employed by the company in minor executive positions and in the field was considerably higher, and the tendency seemed to be increasingly toward employing those who possessed the cultural background afforded by the college.

There are certain crude measures which set forth objectively the high social productivity of college graduates. However clumsy a measure the educational statistics about persons listed in *Who's Who in America* may be, they do seem to justify the placing of a high valuation on college education and to indicate in no uncertain manner the contribution of the college-trained man and woman, and through them the contribution of the college, to our national life. The editors of that publication compiled statistics on the educational background of the 22,075 persons listed in the 1922-23 edition who had furnished sufficient educational data. (In all there were 24,278 persons listed that year, but 2,203 furnished insufficient data for the study.)

It is significant to note that 13,511 or 61.2 per cent were graduates of colleges and universities, upon whom had been conferred baccalaureate degrees in letters, science and philosophy. By regarding the graduates of the United States naval and military academies in the same classification 544 were added, increasing the total to 14,055 and the percentage to 63.67. The number who had attended college but had not graduated was found to be 3,022 or 13.69 per cent of those giving the necessary educational data.

This brought the number of eminent American men and women who had benefited from a collegiate back-

ground, whether graduated or not, to 17,077 or 77.36 per cent of the total. Even assuming that none of the 2,203 persons who had not furnished sufficient educational data had ever attended college we can conservatively estimate the number with college training as well over twice as large as the number not enjoying that opportunity.

The first college to be founded in this country was designed to develop character, foster learning and train educated leaders for church and state. The college charter, granted nearly three centuries ago and under which the college still operates, expressly defined the purpose of the college as being "the advancement of all good literature, arts and sciences . . . and all other necessary provisions that may conduce to the education of the . . . youth of this country in knowledge and godliness." Another of our early colleges was founded as a school "wherein Youth may be instructed in the Arts & Sciences, who through the blessing of Almighty God may be fitted for Publick employment both in Church and Civil State." In his "Advertisement" announcing the opening of another of our colonial colleges, the first president mentions as the chief aim the knowledge of God, virtuous habits, and useful knowledge, that "may render them (the students) creditable to their Families and Friends, Ornaments to their Country and useful to the public Weal in their Generations."

This conception of the college as a place to "develop, not ideas in the abstract, not the human tools of the trades, but personalities capable of a large participation in life and a large contribution to life"—to quote the words of the late Ernest DeWitt Burton—this conception has persisted through the years, and the influ-

ence and the service of the college have notably expanded.

At a time, not so very long ago, when less than one per cent of American men were college graduates, that one per cent furnished 55 per cent of our Presidents, 36 per cent of the Members of Congress, 47 per cent of the Speakers of the House of Representatives, 56 per cent of the Vice-Presidents, 62 per cent of the Secretaries of State, 50 per cent of the Secretaries of the Treasury, 67 per cent of the Attorney Generals and 69 per cent of the Justices of the Supreme Court.

At the present time the President of the United States and all but one member of his cabinet are college graduates. Although all legally trained, the Justices of the United States Supreme Court are, with one exception, all graduates of liberal arts colleges as well. Over four-fifths of those representing this country in foreign diplomatic capacities, as ambassadors and ministers, are products of our liberal arts colleges.

A pamphlet used by one of our colonial colleges in an endowment campaign several years ago lists under the heading of some "contributions made by the College," three Presidents of the United States, four Supreme Court Justices, four signers of the Declaration of Independence, the first president and fourteen members of the Continental Congress, eleven cabinet members, fifteen foreign ministers, thirty United States Senators, sixty-nine members of the House of Representatives—among them three Speakers—fifteen governors of the state in which the college is located and fourteen governors of other states, the founder of the Massachusetts Institute of Technology, the builder of the Reading Railroad and the first Professor of Modern Languages in this country.

Of the 478 graduated at another colonial college during the last quarter of the Eighteenth Century one became President of the United States; another, Vice-President; ten, cabinet officers; six, members of the Continental Congress; twenty-one, United States Senators; thirty-nine, Representatives; three, Justices of the Supreme Court; twelve, state governors; and fifty-six, members of state legislatures.

The other evening I picked up an interesting volume on the first hundred years of a college, written nearly fifteen years ago, and found ninety-eight pages, or about one-fourth of the book, devoted to brief biographical sketches—for the most part not much more than mere cataloguing of names and positions—of alumni of the college who had gained distinction in many fields of endeavor and in widely separated areas. Among them were such names as that of the martyred president, William McKinley, the war governor of one state, the late governor of another, a postmaster general and a number of congressmen and others prominent in public life of their day. In this long list were included the college's contribution to the state, to the bench, to the church, to education, to medicine, to literature, to social service, to the business world and to the field of engineering. As the profession of law was in the early years of the college the favorite choice of occupation of the alumni, it was natural that many had gone into public life. Education had attracted not a few who had attained posts of high distinction, among them twenty-two who became college presidents, one of them the founder president of a large university. This notable record clearly illustrates the idea that "the function of the college is the forming of intellectual character fitted for usefulness in the world."

In this connection it is interesting to inspect the educational background of the members of our present state legislatures, as representative of those in contemporary public life. I have taken for this purpose the personnel of the two legislative houses in North Carolina. The Legislative Manual of North Carolina for 1929 gives detailed biographical sketches of forty-eight of the fifty state senators. When we analyze the educational attainments of these forty-eight state senators we find that twenty-four report having had at least four years of college training, while fourteen others report having spent one year or more in college. Of twenty-four senators born since 1881 only two have not had any college training. A similar situation prevails in the House of Representatives, a body of one hundred and twenty members. Of the ninety-nine of these members who had supplied data as to educational attainments, sixty had spent one year or more in college and thirty-eight of these had had four years or more. All but six of the fifty-five born since 1881 have attended college. This analysis of the situation in one state can be multiplied by similar statistics of the legislatures in other states.

Henry Churchill King once stated as the aim of a college, "the education of the entire man—physical, intellectual, esthetic, moral and religious—an education looking preëminently to the service of community and nation, the indubitable obligation of the privileged. It means to foster the spirit of a rational, ethical and Christian democracy. It aims to train its students personally to share in the great intellectual and spiritual achievements of the race, to think in world terms, to feel with all humanity, to cherish world purposes."

Several years ago a study was made of "the contri-

butions the colleges of Minnesota have made to the public life of the state and nation." It was found that at the time of the study these colleges had sent back into society nearly twenty thousand men and women bearing the college impress. The force of that impress is best illustrated in the lives they have led and in the activities they have pursued since leaving the campus.

Education led in the number attracted to its service, over twenty per cent of the total having entered that profession. One college had contributed seven college and normal school presidents; another had furnished eleven college and junior college presidents; while a third was responsible for the early training of twelve college and normal school presidents, two vice-presidents and twenty-eight deans of colleges and universities. Not only on college faculties but also as superintendents, principals and teachers in public and private schools were the alumni of these colleges to be found at the outstanding educational posts in state and national organizations.

Homemaking ranked second, being the career adopted by eight per cent of the alumnae. The influence of such women cannot be measured. They establish cultured and Christian homes; they become leaders in the churches, in clubs, and in community and civic enterprises.

Over a thousand of the graduates of these colleges were reported as having become ministers and missionaries. One college reported that fifty per cent of its graduates had taken up theological studies. The alumni of another of these colleges have occupied some of the most important pulpits in this country and have held prominent places on their denominational boards.

Two graduates of a third college have been bishops and one, the vicar-general of a diocese.

Nearly three hundred had entered the medical profession. Some were serving on medical faculties; two were editors of medical journals; one occupied an important position in the United States Health Service. Others were serving faithfully and unselfishly in the alleviation of human suffering in practice or research.

More than two hundred had chosen law. Five graduates of one college and eight of another were found to have become prominent members of the bench. Others were found on the law faculties of the leading universities, but the majority were devoting their lives to the cause of justice in their own communities.

Engineering, farming, librarianship, social service, journalism, and many other callings were the chosen vocations of many, vocations in which they have brought credit to themselves and to their alma maters by their faithful performance of duties and record of achievements.

A visit made to a building in St. Paul, devoted to community welfare, disclosed the fact that most of the social workers were products of these Minnesota colleges, among them the executive secretary of the Community Chest, which that year financed fifty-two local organizations with a budget of $638,000; the executive secretary of the Bureau of Catholic Charities; and the staffs not only of these two offices, but also of the Jewish welfare associations of the city, the Associated Charities and the Boy Scouts. On the boards of trustees of these organizations were also found men and women from the Minnesota colleges giving freely of their time to guide these welfare agencies. If the college men and women had been taken out of this building,

its agencies of social upbuilding would have ceased to function. This is the type of thing which can be duplicated over and over, not only in this field, but in other fields of community welfare and community service.

Reference is proudly made in a piece of literature prepared for publicity purposes in connection with the forthcoming centennial of one college, to the ways in which her sons are "carrying into the world the ideals they conceived and developed while they were undergraduates." Willing to be judged by the product, an occupational distribution of the living graduates and former students of the college is offered as a partial picture of the sphere of influence of the college. A total of more than 7,500 students have enrolled in the college since the first group of forty-eight met for the opening session, and nearly 4,800 of them are living today.

Of these living products of the college, business claims 1,584, education 884, the ministry and other religious work 600, the law 299, medicine 214, engineering and architecture 76, journalism 62 and agriculture 47. A list of 1,085 former students grouped as "Miscellaneous" includes librarians, bacteriologists, scientific research workers, dietary analysts, osteopaths, members of the United States Foreign Service, of the Army and Navy and of the Post Office Department, foresters, motion picture executives and homemakers.

The college provided the early training of 755 men who entered the ministry, thirteen of them becoming bishops. In all, one-eighth of the alumni of the college have gone into religious work. That four years in the atmosphere of the college has inspired a readiness to devote themselves to a life of service is further borne

out by the fact that 1,039, or about fifteen per cent, have entered educational work as teachers, professors and administrators. Colleges and universities have called upon eighty-one graduates of the college to become their presidents, and these eighty-one men have filled a total of one hundred and four college presidencies. The college has been a fertile source of professorial supply as well, providing many eminent men of letters and of the sciences. The alumni rolls also include a goodly number of men whose early training fitted them for their later duties as public servants, as members of Congress, as state senators, as governors and as supreme court justices, both of the United States and of state supreme courts.

Another college points with justifiable pride to its contribution to education: one hundred and three of its graduates have become college and university presidents; seventy-six have become deans of colleges; forty-four have founded schools and colleges; 521 have become college professors; 196 have been superintendents of schools; and 537 have been principals of schools and academies. In all, 2,957 graduates of the college have entered the teaching profession, and approximately one out of every three has become either a college president, a superintendent of schools or a principal. The richness and the extent of the influence for good that the college renders our national life through such a contribution is beyond measure. The tremendous value to the state of college-trained teachers lies not merely in the academic service they render but even more significantly in the cultural and social influences they exert over the parents and the children, the present and the future leaders and members of the community.

The service of the graduates of this college in the various walks of life is set forth in several brochures prepared for popular consumption, clearly illustrating how they have been constructive influences wherever they have lived, that they have helped to build better communities, and that they have assumed positions of outstanding leadership in great movements looking toward Christian progress. The record is both illuminating and fascinating.

The professional money-raising organizations fully recognize the value of such information and the need for having it readily accessible before undertaking a campaign for funds. Before initiating or planning any effort in fund-raising, publicity or promotion the more successful of these organizations make a survey of all the pertinent facts about the institution or project. Insofar as such a fact-finding survey concerns a college it includes a careful analytical study of the value and contribution of the institution (1) to the community in which it is located and which it serves, (2) to the state and nation, and (3) to the church, especially if it maintains a denominational affiliation.

We have merely to glance through a piece of campaign literature prepared either by or under the direction of one of those professional organizations to appreciate not only the extent of the contribution of the college but the potency of that influence when expressed in terms of the product of the college. This publicity material illustrates the use that has been made and can be made of such information. We can learn a great deal from a study of the practices and techniques of these organizations, even if only in the organization and presentation of salient facts which we may know and appreciate but the full force of which

we may not comprehend until they are interpreted in this light.

It has not been my intention in citing these examples of the contribution of our liberal arts colleges generally and of specific colleges, as expressed in terms of the product, to presume to paint even a sketchy picture of the situation. Rather, I have endeavored to touch upon some of the possibilities and to indicate some of the forms in which these rich but untapped resources lying at the very feet of college executives may be converted into usable promotional or publicity material. What more pertinent or telling argument can be advanced to enlist the interest and support of a local community, of a state or of the nation than an exposition of the value and service of the product of the liberal arts college? The justification of the liberal arts college lies in the services it renders our day and age.

Society must be made aware of this contribution. Men and women of means must be aroused to a more intelligent realization of the situation, if they are expected to invest in the continuance of this service of the college.

From personal observation and from direct experience in the field of alumni relations I would say without fear of contradiction that there is not a college in this country that can provide on short notice a comprehensive analysis of its product. It is only when a financial campaign is contemplated or a survey is being made that this material is assembled. Just to test out my contention, I communicated with the alumni secretaries of a group of colleges which are recognized as being more advanced and progressive in their alumni relations. Without exception they were each able to indicate a dozen or a score of prominent alumni, but

in no instance were they able to present such a forceful picture of the contribution of the college as such a movement as we are now meeting to discuss would require. Much of the raw data is on hand and alumni secretaries are becoming more effective in their work, but they need the stimulus of such a movement as this to mobilize their valuable funds of information and to place them at the disposal of those concerned with presenting in concerted action the brief of the liberal arts college.

In closing I should like to refer to an editorial that attracted my attention the other day while looking through an alumni magazine. The editor, reporting the passing of two loyal alumni whom he had known for years, made this comment: "Neither of these men was prominent in a worldly way, and for that very reason we think they meant more to us, for they were fine examples of the rank and file of educated men, who led useful lives in their chosen professions, in which they were respected for their abilities and also were respected for their fine citizenship. They set a standard which most college men may attain if their spirit is but equal to its demands, and it is a standard which brings distinction to the college they loved. Their memory is an inheritance for their children and their friends to honour and cherish."

It is such college men and women as these who, unhonored and unsung, are holding up the hands of the professionals and are the nerve centers of civilization to whom communities look for leadership. They are just as truly and just as significantly the contribution of the liberal arts college to our national life as are those who fill the highest places in the land.

THE FUTURE OF PROFESSIONAL AND LIBERAL EDUCATION

HOMER P. RAINEY

THE system of higher education in the United States is in transition. It is likely that out of this transition period will come a new organization. The fact is that the whole educational structure from kindergarten to university is in the process of readjustment. It is not yet determined what the final structure will be.

The 8-4-year system of fifty years ago is being broken up by the introduction of the junior high school and the junior college. The junior high school introduced a 6-3-3-year plan of organization. This has proved to be a very effective type of organization but has by no means become universal. Before the educational machinery was adjusted to this 6-3-3 plan the junior college was introduced at the top of secondary education and is suggesting very definitely a 6-4-4 plan of organization. Hence, there are three main types of elementary and secondary organizations. They are the traditional 8-4; the 6-3-3; and the 6-4-4. Neither of the first two types affected the organization of college or university education, but the new 6-4-4 plan involves a reorganization of higher education, since it proposes to take over the first two years of what is now college work. If this plan becomes generally accepted it will have significant effects upon the future organization of higher education. What will these effects be?

How will they affect the present organization of college and university work? What are the factors involved? In short, what is to be the future organization of higher education? It is the purpose of this paper to study these problems in as objective a way as available data will permit.

What does the new 6-4-4 plan propose, and what do its advocates claim for it? In brief, it has two major objectives. They are (1) to complete general or secondary education, and (2) to provide the necessary pre-professional training for the professional university. These two objectives really have in mind the purpose of providing general education and getting students into their professional training two years earlier. It further implies that this general and pre-professional training shall be completed in the public schools furnished by the local communities, and that the universities will begin professional training at that point. What will be the consequences of this organization upon the present system? The advocates of this system are predicting that it will mean the end of four years of general college training as we now have it, and the death of the four-year liberal arts college in particular. Numerous citations could be given which reflect this point of view, but one from a recent book will suffice.

"So far as our state institutions are concerned at least, the four-year liberal arts college will be abolished. Those who have the desire and the means to spend four years in academic browsing will attend some private college. But the state university will be about the business of getting young men and young women ready for entrance upon their life work by the time they have become twenty-two years of age. The first two years at the state university will be used as a preparation for

entrance upon professional training, a movement already on its way in a number of states through the introduction of pre-law, pre-medic, pre-dental, pre-agricultural courses and the like. In these preliminary courses leading to specific training for a given profession only that subject matter culled from all fields will be taught which will function (be usable) in that profession."

It seems to the writer that this point of view is not taking into account certain significant facts which go a long way toward refuting the whole argument.

In the first place, the system of education in the United States is still immature and is in the process of developing. Approximately one hundred years ago the states launched themselves into the making of a free, secular, tax-supported school system to extend from the beginning of training through the university. Our society has committed itself to the program of giving to every man, woman, boy and girl, capable of and willing to receive an education, the opportunity for such education at public expense. The states have gone even farther than merely providing the means of education. They have decreed that all children up to a certain age or educational level must take advantage of the opportunity so generously provided for them.

At present there are two consequences of this commitment that are of tremendous significance. In the first place, the objective of the program has not been realized. All who are entitled to a free education in the United States are not yet enrolled in school. This is particularly true in the levels of secondary and higher education. The elementary unit is practically developed. The ratio of elementary enrollment to elementary population has virtually reached its maximum. That

is, the curve of enrollment in elementary education now parallels the curve of elementary population. This means that society has made good on its commitment so far as elementary education is concerned. But for secondary education there is another story.

Recent figures released by the United States Commissioner of Education reveal the fact that for the entire country only 46.73 per cent of the high school population was enrolled in 1926. The increase has been very rapid since 1910. In that year the per cent was only 12.66. In 1915 it was 17.76 and in 1920 it was 28.43. Where this percentage will reach its maximum no one can predict. It is dependent upon many factors. The program of higher education is still more undeveloped. Ten per cent of the population beyond high school age is enrolled in higher institutions and that percentage has been increasing very rapidly in recent years and is still increasing. The per cent was 3.68 in 1910; 6.32 in 1920 and 10.41 in 1926. No one can predict where it will reach its maximum. These facts are creating a tremendous financial problem. There are many indications that society has reached the limit of its willingness, if not its ability, to continue the financial burden of this ever-increasing program.

The second consequence of the development of our democratic school system is that the education offered the ever-increasing numbers has had to be differentiated to meet the needs of all. When only a small and select percentage of the population was going to school the types of schools were few, and the curricula were limited to a few fundamental courses. One of the first problems growing out of the democratization of education was the fact that all children could not do and profit by the narrow, classical, traditional curriculum.

The result of this fact was the beginning of the differentiation of the curriculum and the establishing of new types of schools.

The enormous development of industry and commerce has also been a factor in creating a demand for new types of schools. This is particularly true of engineering and technical schools and schools of commerce and business administration. These types of schools have had a spectacular growth in recent years. Their development has brought professional and general or liberal education into sharp contrast. The situation is important enough to ask what are the facts. Will there be more professional training and less of general education, or will there be more or less of both? The writer has gathered some data which he believes throw significant light upon these questions.

The most important consideration facing the future development of American education is how far can we continue to expand free, secondary and higher education, and what types of education can we continue to expand? It is possible to study this problem rather objectively. For example, let us ask ourselves this question. What types of professional and technical training can be further expanded and how far can they be expanded? It is a fact that needs no argument that there is a saturation point in all the technical and professional fields. The country needs and can use effectively only a certain number of lawyers, physicians, teachers, engineers, and technicians of all sorts. When this number of trained men in these respective fields has been reached it will be unwise and uneconomical to train more than can be effectively absorbed. Has the saturation point been reached in any of the fields of

professional and technical training? Let us examine the facts.

The field of medicine offers an interesting study. How many physicians per unit of population do we have? How does this ratio compare with that of other countries? How many do we need? How many are now in training? The United States has more physicians in proportion to its population than any other country. A few comparisons will be significant. Sweden has 28.6 physicians per 100,000 population; Japan has 73.5; Switzerland has 77.5; Great Britain has 92.0; and the United States has 132.3

These facts do not offer conclusive evidence that we have all the physicians we need, but they certainly are an indication that we are approaching an adequate supply. Dr. N. P. Colwell, Secretary of the Council on Medical Education of the American Medical Association, commenting on these facts in 1927 said: "There is not a shortage of physicians, as already shown, the problem being one of distribution, because the excessive supply in cities more than offsets the smaller numbers in rural communities." We notice that Dr. Colwell speaks of an "excessive supply" in cities. According to a report in 1923 63 per cent of all physicians are located in cities of 5,000 population and over, while only 47.1 per cent of the total population live in cities of this size. In commenting upon these facts Dr. Colwell again refers to an "oversupply in the cities."

It is evident from these facts that the leaders in medical education feel that we have all the physicians we need. A saturation has been reached in this branch of professional training. The problem of training physicians in the future will be one of filling the ranks of

those who drop out either by death or retirement, and of supplying those needed because of an increase in population.

Do we have enough medical schools and enough students enrolled in them to supply the future demands? A study of the situation indicates an affirmative answer to these questions. The number of medical schools has been constantly decreasing in recent years, and the increase in enrollment in medical schools is very nominal. The increase since 1914 has been only 4,641 students—from 14,891 in 1914 to 19,532 in 1926. This is an average annual increase of only 386 students. In 1926-27 there was one student in training for every 7.4 physicians in the United States. These facts justify the conclusion that we do not need a greater proportion of students to prepare for the field of medicine. Furthermore, the medical schools are now filled to capacity and since 1912 most of the medical schools have limited their enrollments to the numbers which could be given a satisfactory training in medicine. The conclusion to be reached in regard to medical training is that professional training in this field need not be expanded. The medical schools we now have with their present enrollments can adequately supply the country with physicians.

The situation in the land grant colleges offers another objective study of the problem. These colleges were designed primarily to offer technical and professional training in the fields of agriculture and all branches of engineering. A study of the enrollment in these schools since 1914 points to certain rather definite conclusions. In the first place, there is clearly a saturation in agricultural education. Since 1921 there has been a steady decrease in enrollment in agricultural

courses from 15,447 in 1921 to 12,710 in 1926-27. It is evident that this type of professional education cannot be expanded.

The field of mechanical engineering is also saturated. There has also been a very marked decrease in mining engineering. There was quite a decrease in chemical engineering between 1921 and 1923, and a slight increase in 1926. There is still a steady increase in electrical engineering. There are, perhaps, greater opportunities for expansion in this field than in any of the other fields of engineering. It is evident that the big increases in enrollment in these colleges since 1918 has not been due to increase in agriculture and engineering, which are the main fields of training that these institutions are designed to offer. These schools have very definitely gone into the field of general education since 1921, and their great increases in enrollment are due to their expansion into this field.

This last statement is supported by the following facts. The percentage of enrollment in all professional courses has decreased from 59 to 28 since 1913, while the total enrollment has increased 350 per cent during the same period.

The professional field which has been absorbing such a large proportion of college and university graduates is teaching. From 1918 to 1926 there was a great demand for teachers, especially men teachers. Between 1919 and 1924 almost one hundred normal schools became teachers colleges. The increase in enrollment in normal schools and teachers colleges between 1920 and 1926 was 99.5 per cent. The increase was 183.7 per cent for men and 85.7 per cent for women.

In 1894 there were enrolled in these teacher-training institutions 80,767 students and at that time there

were 450,000 teaching positions in the United States. This is a ratio of 1 to 5.6. In 1910 there were 113,685 students enrolled, and there were 630,000 teaching positions. This is a ratio of 1 to 5.5. There was practically no change in this ratio between 1894 and 1910. But in 1926, there were 494,290 teachers in training and there were 960,000 teaching positions. This is a ratio of 1 to 2—one teacher in training for every two positions. No doubt this ratio has increased since 1926.

From these facts there can be no doubt but that the teaching profession is saturated. In fact, there has been a large surplus of teachers for three or four years. As a result of this situation the teachers colleges are doing the same thing that the land grant colleges have done, namely, the expansion of their curriculum into the field of the liberal arts and general education. They have all tried to become colleges, and have petitioned the standardizing agencies for status as colleges with full rights to grant degrees in arts and sciences. Their expansion into the field of liberal education is indicated by the following facts. In 1922 teachers colleges granted 1,795 degrees, in 1926 they granted 5,331, and in 1928 they granted 8,179.

When the problem of this paper is approached from the point of view of the per cent of enrollments of collegiate and professional departments of the colleges, universities and professional schools, some interesting facts are disclosed.

There is one outstanding fact. The percentage of students in the collegiate departments has been increasing constantly, with one brief exception (1906-1908), since 1890. The increase has been from 42 per cent in 1890 to 72 per cent in 1926. It was 67 per cent in 1922. Conversely, since 1900 the percentage enrolled

in professional departments has gone down. There have been three brief spurts upward in 1910, 1918 and 1922. But the percentage had started down again in 1926. It is evident from these facts that the real expansion in higher education is occurring in the field of general education, and there is every reason to believe that as education continues to expand the expansion will occur largely in this field. The expansion of professional education has not kept pace with the increase in the general population. These facts apply to the whole field of professional training. There are particular fields, such as electrical engineering, that are not saturated.

There may be a number of factors that will help to explain this great increase in general education. It may be argued that it is because a great many more girls are going to college now than formerly. What are the facts? In 1890, 31 per cent of the total enrollment in colleges and universities was women. In 1922 this per cent was 34. This increase is not enough to be significant. Or it may be argued that the relative increase in collegiate education is nothing but a symptom of increasing wealth and leisure. This argument in no way refutes the idea that there will be more general education. It only suggests why general education may be increased.

It may be argued also that enrollment in professional schools is decreasing or reaching a saturation because of the stiffening of professional standards. This may possibly be a factor, but the raising of standards is made possible for one reason at least, because so many more people are seeking training than are needed in the various professions.

There is one final argument made by those who are

predicting the death of the four-year college. They argue that whatever of general education we may have it must be completed in the junior college so that professional education may begin two years earlier. It is assumed that the junior college will have two major objectives—that of completing general education and that of providing all the necessary pre-professional training for the professional university. There are several factors at work in American life in direct opposition to this program.

In the first place, practically all the major professions are in a position by virtue of a surplus of candidates where they can and are demanding more and more of a background in general education for entrance into professional training in their respective fields. If a medical school has four hundred applications for one hundred places in its enrollment it is to be expected that it will select the one hundred best prepared to do its work. What chance would a junior college graduate have with two or three hundred graduates with two years additional training? It is next to impossible now for a student with less than four years of college training to gain admission into a first-class medical school. Four years beyond the high school is rapidly becoming the universal prerequisite for high school teaching, and with two teachers in training for every three positions what demand is there to accept junior college graduates with two years less general education? If there is one criticism of high school teachers that is more potent than all others it is that they know only a smattering of the subjects which they teach. The same conditions hold good in the fields of law and the ministry and all other social service professions. With the country overrun with poor lawyers what point would there be to

stop general education and pre-professional preparation at the junior college level?

This system might have been well adopted to German society fifty years ago, but it will not meet the needs of contemporary American life. The demands upon professional leaders are so great today that it is impossible to prepare them for their training in the junior college. The burden of proof at this point falls definitely upon the junior college and its place in the educational system will depend upon its success in adequately providing pre-professional training. It will have to demonstrate that it can train men more efficiently than the present four-year institutions. In other words it will have to prove itself a better pre-professional institution than the four-year college. On the other hand it might be argued that the four-year college will have to demonstrate the value of two additional years of training. Under the present conditions of a surplus of candidates for the professions this will be an easy task.

If there were an urgent demand for men in the professions, the argument of hastening them in two years earlier might have considerable weight, and would thus force the burden of proof upon the value of two additional years of training. It seems, therefore, that the practical side of things as they now exist is decidedly on the side of a larger period of training. With the increasing complexity of the world's life and with the enormous increase of wealth and with a surplus of men for the professions, the demand for a shorter period of preparation loses its potency. The argument is recognized by psychologists and biologists that because man's life is more complex than that of the

others of the animal kingdom a longer period of infancy is required.

If this argument be true, is it not evident that a longer period of preparation is needed today than there was fifty years ago? There was considerable strength forty years ago to President Eliot's arguments for shortening the period of pre-professional preparation because the professions needed all the men they could get. Present conditions do not demand earlier entrance into the professions. If the schools could give the same training in two years less time there could be no argument against doing it, but that is a different matter. If the junior college undertakes this problem it will have a stupendous task, and this task will become progressively more difficult in the face of a surplus of candidates and the stiffening of professional standards.

A second factor in American life working in opposition to the junior college-professional program and which strengthens the position of the four-year liberal arts institution is the enormous increase of wealth and leisure. This factor is working very definitely to increase the demand for more general or liberal education. This fact is clearly reflected in the constantly increasing proportion of college students enrolling in the collegiate departments of colleges and universities. Can the junior college meet this increasing demand for general education and at the same time provide all the pre-professional training that students will require? This will surely place a gigantic task upon it. It will have to become something more than a glorified high school, in order to accomplish this objective. It will be thrown into full competition with endowed and well-established four-year institutions that now exist. It will

survive this competition only by demonstrating greater merit. Wealth can purchase merit, and if it does not find it in the junior college it will seek it elsewhere.

What conclusions can be drawn from this study? Certain facts are inescapable. The American experiment in public education is still incomplete. The expansion of the program to which the states committed themselves seventy-five to one hundred years ago is still going on. The facts seem to indicate that professional education has already or is rapidly approaching a saturation point. General education is still being expanded. General education is the only type of education that can be expanded indefinitely. If these generalizations are true, one of two conclusions is inevitable. As professional education reaches its saturation point the increases of enrollment in colleges and universities will cease, or if increases continue they will have to be absorbed in the field of general education. It is quite difficult to predict which of these two alternatives will occur, because there are so many factors which affect the enrollment. If American prosperity continues it is most likely that a greater and greater percentage of the population will go to college and universities. If wealth and leisure increase there will undoubtedly be a greater demand for the cultural values of a liberal education. If science continues to be made available for all, and if art becomes increasingly more democratic, the future for general education and the liberal arts college is bright.

THE FUTURE OF THE COLLEGE OF LIBERAL ARTS

J. W. R. Maguire

The colleges of liberal arts of the United States owe a debt of gratitude to President Albert N. Ward of Western Maryland College for having so succinctly and cogently expressed their needs in his brochure "Making Provision for the College of Liberal Arts." This conference is the direct result of this pamphlet, and even though no very definite action should be taken by this conference, a definite step forward has been taken by just meeting here to voice the claims of the college of liberal arts upon the American people. No utterance of truth or justice is entirely in vain, even though, for the time being, it may seem to fall on deaf ears.

I have been invited to speak here to-day on the future of the college of liberal arts mainly, I suppose, because I represent, unworthily and inadequately it is true, the oldest Educator in the world, that with centuries of experience in training the minds and hearts of men, is still interested in the college of liberal arts as the best means of training men to know the truth, to love the good and to appreciate beauty, the three great acts in which the perfection of man consists. While still wrapped in blood-soaked swaddling clothes the Church conducted her catechetical schools in the darkness of the catacombs. When persecution waned

her cathedral schools sprang up everywhere. From Cæsarea under Basil went forth the light of learning that illumined the East, and the scholarship of early centuries issued from the schools the Church established in Arles, Lerins, Tours, Poictiers and Marmoutier. At her fiat the Universities of Oxford, Cambridge, Paris, Bologna, Utrecht, Louvain, Tübingen, Leyden, Salamanca and others, too numerous to mention, sprang into being. She therefore is no novice in considering the many vexing problems of the college of liberal arts, and in the light of the past, I propose to make a few observations regarding the needs and the future of the college of liberal arts in Twentieth Century America.

In this country, we have a national passion for mere size without any necessary relation to intrinsic merit. It is a poor town in the United States that cannot point to the biggest something or other in the world. As a people, we are inclined to share the mental attitude of the Irish-American contractor who, having been induced by his wife to make a European tour, was tired of hearing the monuments of history unduly praised and of being impressed with the fact that America lacked such important perfections. Arrived within sight of Vesuvius in eruption, the guide pointed out that that was the greatest volcano in the world. "Yes," replied the Irish-American contractor, "it may be, but we have a water-fall in America that would put that damn fire out in five minutes." Even education has not entirely escaped megalomania and the general American public is inclined to think that there must be something intrinsically meritorious about an educational institution merely because it has vast numbers of students. The more discriminating, of course, know that such is not necessarily the case, but the prevailing

attitude of mind has resulted in large and generous gifts from men of vast wealth to the larger and better known institutions to the marked detriment of the college of liberal arts. It is now time that the place of the college of liberal arts in the scheme of education be very clearly defined, its end determined and its necessity proclaimed from the house-tops.

From earliest times there have been two more or less conflicting theories of education, the utilitarian and the liberal. These diverse ends of education were known to the ancients and Aristotle and Cicero deal with the relative merits of both. Aristotle summarizes the distinction in these words, "Those pursuits are useful which bear fruit, those liberal which tend to enjoyment. By fruitful, I mean which yield revenue, by enjoyable where nothing accrues of consequence beyond the using." (Rhet. I-5) Cicero enumerating the various heads of mental excellence lays down the pursuit of knowledge for its own sake and not for any ulterior purpose as the first of them. "Omnes enim trahimur et ducimur ad cognitionis et scientiae cupiditatem, in qua excellere pulchrum putamus: labi autem, errare, nescire, decipi, et malum et turpe ducimus" (De Officiis I-6). "We are all of us drawn to the pursuit of knowledge in which to excel we consider excellent, whereas to mistake, to err, to be ignorant, to be deceived is both an evil and a disgrace." In the same discussion Cicero states that after the obligations and duties of our animal existence and the necessity of the proper support of ourselves, our families and relatives, comes "the search after truth." "Veri inquisitio atque investigatio. Itaque cum sumus necessariis negotiis curisque vacui, tum avemus aliquid videre, audire, addiscere: cognitionemque rerum aut occultarum aut

admirabilium ad beate vivendum necessariam ducimus" (De Officiis I-4). "Accordingly as soon as we escape from the pressure of necessary cares, forthwith we desire to see, to hear and to learn, and consider the knowledge of what is hidden or is wonderful a condition of our happiness."

It can be said with substantial accuracy that of late years, especially in America, utilitarian theories of education have prevailed to the very serious detriment of the pursuit of liberal knowledge. The colleges recently have suffered much from the technical requirements of preparatory courses for the various professions. With pre-medical, pre-legal, pre-engineering, pre-commerce and pre-whatnot courses, the college of liberal arts has had little opportunity to steer true to its course towards a broad, liberal and cultural preparation for life. And yet, as Dr. Meiklejohn on one occasion well said, "The function of the liberal college is to save boys from stupidity, to give them an appetite for the pleasure of thinking, to make them sensitive to the joys of appreciation and understanding, to show them how sweet and captivating and wholesome are the games of the mind." In an age of mechanical invention and achievement when so much importance is necessarily attached to mere material progress and accomplishment, it is essential that there shall be institutions of learning where the dear delight of the pursuit of truth for its own sake is fostered and where thought is more highly regarded than action and beauty than usefulness. The function of the college of liberal arts is not primarily to teach young people how to make a living, but how to live, a much more difficult but immeasurably more important task.

The university of necessity must largely be con-

cerned with technical knowledge because all branches of knowledge should be its concern. The consequence is, the university must conduct schools of medicine, law, theology, engineering, commerce, journalism, agriculture, etc., all of which necessarily are primarily concerned not with knowledge for its own sake, but with knowledge that leads to doing things. It is only natural that in this highly efficient, push-buttoned, upholstered and limousined age, the university where practical knowledge is attained should have received a larger share of attention from men of wealth than the college of liberal arts. These men, as a rule, having made the wealth with which they have endowed universities so generously from manufacturing things, buying and selling things, are unduly impressed with the concrete value of practical knowledge. They are inclined to estimate the greatness of a nation by counting smoke stacks and not by the spiritual and cultural achievements of the people. They fail to recognize that a cathedral may produce a larger measure of happiness and right human life than a factory; that a system of philosophy affects the destinies of people more profoundly than scientific inventions and that a great poem may build or destroy empires more certainly than armaments.

It was entirely natural and even fitting, in a new country where people had to conquer the primeval wilderness and develop vast natural resources and were, for the most part, concerned with the struggle for existence against the forces of nature, that useful knowledge should have been developed at the expense of liberal pursuits. It is, however, worthy of note that the earlier institutions of higher learning in this country were devoted mainly to liberal knowledge rather

than to the useful arts. The charter of Dartmouth College states that it was founded "to teach religion to savages" and Harvard was founded for the purpose of educating the "English and Indian youth in knowledge and godliness." Only the most hopeless visionary will attempt to underestimate the tremendous contribution to human happiness and efficiency that utilitarian education has made, but we have surely now provided sufficiently well for the needs and the comfort of the human body and the time has arrived to revive, if possible, the intellectual and spiritual forces of strictly liberal education. "What doth it profit a man to gain the whole world and suffer the loss of his soul?" Of what value is it to accumulate material wealth and know not how to live? The principal guardians of right human life must always be, next to the forces of religion, the colleges of liberal arts. Every college of liberal arts might well take as its motto and the statement of its end and purpose, the words of the Great Teacher: "I have come that they may have life and may have it more abundantly." It should be, therefore, the function of the college of liberal arts to teach the truths of religion and the precepts of the natural and moral law as necessary conditions for the possession of life in its fullness and abundance. In the college of liberal arts there should be no closed books, and true academic freedom requires that the truths of religion shall be taught as freely as the truths of science. In a country such as this, where there is the widest diversity of religious views, religion cannot well be taught in tax-supported institutions and the preservation of religious knowledge, which is part of genuine culture, should be one of the important functions of the privately supported college of liberal arts.

A liberal education also implies a knowledge and understanding of the meaning of life. Philosophy and the history and development of human thought should therefore be taught in the college of liberal arts. It is far more important to teach the developing mind to think than it is to teach it an accumulation of facts, and it is an error of much modern utilitarian education to believe that pouring facts into callow minds as one throws grain into a hopper is the way to develop a cultured mind. Teach a man to think clearly and correctly and that man can be trusted to educate himself. Facts as facts are useless and mere knowledge of facts without a unified comprehension of their meaning is not culture or a valuable preparation for life. The essence of culture is to appreciate things at their real values and therefore the college of liberal arts should aim in philosophy, social science, religion, history and physical science to establish a soundly critical attitude of mind, a critical attitude of mind not readily swayed and carried away by the superficial smartness of a bright and crackling phrase destructive of existing institutions, on the other hand not accepting unquestioningly existing institutions and beliefs merely because they happen to be. All things should be subjected to the cool calm light of reason, the evidence examined and conclusions based upon proven facts and sound logical processes.

The college of liberal arts having taught the student to think, should especially fire him with such a love and devotion for truth that it would encourage him to seek truth wherever it may be found, in lazy meadows or crowded streets, in the gutters or in the stars, in test tubes and retorts, in ancient dog-eared folios or in the latest volumes off the press and would give him courage

to follow truth even though it should lead him to deserted loneliness.

The student of today who is properly equipped for life in a democracy must have a clear knowledge and understanding of the institutions which express and shape our lives and therefore must study property, government, the family, industry, labor and capital, the farm and the mill, so, history, political science, economics, sociology must form an important part of the curriculum. All democratic institutions of government are founded upon the belief and supposition that the majority of citizens will vote honestly and intelligently, and while it may be granted, even by cynics, that the great majority vote honestly it may well be questioned whether they vote intelligently. At least college graduates may be expected to do this. It should be the aim therefore of the college of liberal arts to send forth citizens embued with courageous and enlightened patriotism, not the blatant, ignorant, chauvinistic patriotism that shouts nonsensical slogans, such as "My country right or wrong," but with the enlightened patriotism that makes them love their country so much that they shall aways desire her to be right and endows them with the courage, ability and self-sacrifice to insure that she shall always be right.

Then, lest the student should become just a logic-chopping machine and a depository of scientific facts, his emotions must be developed through an understanding and appreciation of the burgeonings of the artistic mind in poetry, literature, music and art. He shall listen to Homer and Virgil as they sing the epic of Troy and his soul shall be thrilled by Dante's divine voice weaving in mystic numbers the mysteries of Hell, Purgatory and Heaven. All the great classics shall be opened to

the student and given to him as his possession so that he may learn, as Ruskin puts it, that there are few joys in life greater than "the mighty joy that is to be found between the covers of a great book." Finally the college of liberal arts should aim to inspire a few choice souls with such a fiery and insatiable love for the things of the mind and the soul as to value them above all price and to sacrifice all other things to attain them. As a great advocate of the college of liberal arts well said some years ago, "we have a thousand poets and no poetry, a thousand orators and no eloquence, a thousand philosophers and no philosophy because there are so few who really love the highest excellence." Today the poet must write verses that will sell, not the beauty that his soul conceives. The orator must mouth the glittering phrases and generalities that accord with the prejudices of the masses not the justice he knows. The philosopher must support popular beliefs, not the truth his soul has seen. Surely, though, it is not too much to hope that occasionally from the colleges of liberal arts may go forth some rare souls, who, careless of this world's rewards, shall speak of the wonders their souls conceived and of the truths their minds have grasped, fearless and unafraid because they love the excellence of truth and the beauty of goodness.

Newman has well summarized the value of a liberal education, as "the training of good members of society." He continues, "its art is the art of social life and its end is fitness for the world. It neither confines its views to particular professions on the one hand nor creates heroes or inspires genius on the other. . . . It does not promise a generation of Aristotles or Newtons, of Napoleons or Washingtons, of Raphaels or Shakespeares, though such miracles of nature it has before

now contained within its precincts. . . . But it is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life."

Such I conceive to be the function of the college of liberal arts, its primary duty is teaching not research work and surely it is important for the preservation of our civilization and to prevent complete immersion in crass materialism that the college of liberal arts of the United States should receive wholehearted and generous support from the American people. It is inequitable and unjust that institutions which seek to enlighten 875,000 of the million students enrolled in the colleges and universities of the United States should be in possession of only one-half of the endowment funds in the country and that 125,000 should be the beneficiaries of the other half. The college of liberal arts must be released from the hampering bondage of poverty, so that free from mere material considerations, it may serve the cause of truth, of goodness, of beauty and of right human life. If the college of liberal arts is allowed to fail, culture and civilization will be imperiled. Its future however, is assured, for its importance and its needs have only to be presented to the people of the United States to receive willing, spontaneous and generous support.

THE UNIVERSITY AND THE SMALL COLLEGE

W. P. Few

We have had some admirable discussions of the American college and to my certain knowledge we are going to have two or three more this afternoon and this evening. Discussion of that kind is not in my thought at this time. What I shall have to say will be in the nature of comment.

The main emphasis in what I have to say today will be put on the importance of the small college. This is not because I underestimate the value of universities, especially of well-endowed universities, or overlook the need of them, and most of all the need of them in the part of the country from which I come. Perhaps more than from any other single thing, Southern civilization has suffered from the lack of great endowed universities. The existence of such universities, even one such as we are building in Durham now, by keeping open the channels of information and discussion and by fostering a national and world outlook, I think might have made impossible a crystallizing and localizing of public opinion and might thus have averted the war between the states with all its devastating and lasting consequences. This expression of my opinion is intended to be just an illustration of the significance and possibilities of really great and formative institutions of education. There is now grow-

ing up in the Southern states a full and wide-spread recognition of the need and importance of great universities, both endowed and tax-supported. Indeed, all over this country they appeal powerfully to the American public and American philanthropy.

None of us would have this otherwise. But we are here today in the interest of the college; and I think particularly of the small college. To the small colleges of the country American civilization owes very much; and from them have come into the graduate and professional schools of the universities a good proportion of their best students. In turn I think the universities of America should support any undertaking that looks to the strengthening of the liberal arts colleges, whether the colleges are independent or parts of university organizations. So much do I feel this that I have come a long way to participate in this meeting in the interest of the American college. I have been at a good deal of pains to be here, not because I feel that I have much to contribute. I just wanted to be here so that we may all put our heads together and think together and feel together and work together and find some way, if possible, by which to emphasize in the thinking of the American citizen and of the American philanthropist the immeasurable value and importance of the college.

Personally, I believe in the small college. I have made that statement on other occasions and upon more than one such occasion a friend of mine has come to me to say: "You are the queerest man I ever saw. You are here today advocating the small college when it is generally supposed that you are busy building up a big university." Such friends have been wrong in both ways. We are undertaking to build not a big, but a great university, in the first place. But, in the second

place, we are trying to keep at the heart of the University a first-rate small college.

But, in any case, I have always believed and I still profoundly believe in the value of the small college to American life and American civilization, and especially the small college that rests upon moral and religious sanctions, provided it can also be made educationally strong. This sort of college has an exceptional opportunity to emphasize quality rather than quantity in education, to strengthen the personal and moral elements in education. And this, I profoundly believe, is the new emphasis that is needed in higher education. Universities have long been devoted to the study of science, especially of the physical sciences. The last fifty years they have been trying to find out, in the laboratories and in other ways, the laws of nature. We all understand that progress depends upon an ever-increasing knowledge of the laws of nature. I believe universities, some of the greatest ones, will in our day go further than that. I do not think that all our institutes for research inside of our universities will be for the study of the physical sciences. I think the time will come and will soon come when we shall have institutes for research in the sciences of man. I think there will be universities within our lifetime that will stress that, and maybe some of them will give themselves almost exclusively to that.

But while college students, like the rest of us, need ever-enlarging knowledge of the laws of nature and the laws of life upon which all progress depends, they even more need such a fashioning of the affection and of the will as will make them live in loving obedience to these laws of nature and laws of life. And there, I think, enters the moral element into education. Beyond

the value of the cultural college, which is hard to overestimate, there is this further value of the moral element in education. Our colleges ought to be homes, each ought to be a home, for idealism, a place where youth can bask in the sunshine of life, in the sunshine of hope, in the sunshine of idealism. If America should allow colleges like this to vanish from the picture, I should be very much afraid for the future of American civilization, for the future of America itself.

I think we are engaged in a patriotic task, a task of national importance, when we come together as we are together here, to emphasize in the thought of the American people the great significance, the supreme importance of the American college. I refer now to the kind of college about which I was asked to talk. I mean the college that in its origins, in its history, in its traditions, in its moral and spiritual as well as its intellectual ideals, is fitted to produce fruits in the soundness of men,—soundness of a disciplined and fortified body, of a mind trained to think straight and to think through to right conclusions, and, most important of all, of a certain wholeness of character in which inheres the power to know the truth and the will to live it.

If any of you, with the help of your constituency, can build a college like this, are you afraid for its future? I am not.

It is a good thing for us to come together as we are this morning and through this sort of gathering to procure collective publicity, and I think working together will help us all. But the best way for you and me to succeed is by getting together all that we can, each in his place, and building a college that is devoted to these spiritual ends, and, at the same time, is educationally effective.

We are engaged in a very inspiring sort of work. It is, after all, just the building of men and women, the making of them, and building into them soundness, reality, character, conduct that will make them useful, whatever they do and wherever they are.

Professions may be saturated for all I know, but no one of them that I know is saturated with the sort of people we all want. No profession, known to me, is saturated with great men, men with personalities, character and vision that enable them to amount to something in the things of the mind and the spirit.

If such people are not produced in the small colleges, where are they coming from? I heard a dean of one of the largest graduate schools in the United States say not long ago that almost the only students they got devoted to idealistic ends were Canadians, Southerners and Jews. That means that the men going into schools of arts and sciences, into schools of theology and into professions of that kind, come from the smaller institutions. Those that go from the larger ones are more apt to go into business administration and into law, into engineering and other such careers. There is a great place in America today for the small college that understands its business and that will give itself to that business.

Do not pity yourself, if I may give you a little advice, because you are in what you call a small college and one that has its struggles. The small college has a distinct opportunity, and I believe it always will have. And I think, as American citizens, we all have an obligation to do what we can to present this sort of college to the attention of patriotic Americans and to American philanthropists.

I count it a privilege to join my voice in this appeal.

HOW MUCH MONEY DOES A COLLEGE NEED? *

DONALD J. COWLING

THE answer to this question depends upon several assumptions. I shall take it for granted that we have in mind a four-year college of liberal arts that shall represent, without extravagance, all the essential features of a good college.

I shall assume further that it is a college of limited enrollment. I do not believe that any number can be fixed as representing the ideal size of a college. Its effectiveness is more dependent upon certain internal relationships, for example, the ratio of teachers to students, than upon the number enrolled. If a college can secure the funds to maintain these internal relationships in accordance with high standards, I do not see why a college of 1200, for example, cannot be quite as effective as an institution of 200 or 400. In the present study I am selecting a moderate size college of 1000 students.

There are certain objective features of a good college that are not difficult to recognize, and that are sure marks as to whether or not a college is offering its students first-rate opportunities. For example, a college should have an average of at least one teacher for every twelve students. This will make possible a moderate teaching load for every instructor, giving him

* This statement is based on "An Analysis of the Financial Needs of a College of Liberal Arts for One Thousand Students," published in the *Association of American Colleges Bulletin* February, 1927.

time to become personally acquainted with his students and enabling him to keep his own intellectual life fresh and vigorous by scholarly achievements on his own account. This ratio will also make possible limiting the size of classes in each department to such numbers as experience and scientific studies indicate as most effective.

The faculty should be composed of a reasonable proportion of mature and experienced teachers. At least 40 per cent of the teaching staff should be full professors. The amount spent for salaries for teaching and educational administration should be at least two-thirds of the entire current budget. These and similar provisions require an expenditure of considerably more than $500 a year for each student for strictly educational current expenses.

The following table indicates the main items of expense, on the basis of these standards, necessary to provide reasonably satisfactory college opportunities for 1000 students.

TABLE OF EXPENSE

Salaries:*	
For Instruction	
Professors	
29 at $5,000.....	$145,000.00
Visiting Professors to take the place of those on furlough†	
4 at $5,000.....	20,000.00

* The average salaries here proposed will make possible a scale of salaries running from $4,200 to $6,000 (higher in exceptional cases) for full professors, $3,200 to $4,000 for associate professors, $2,500 to $3,000 for assistant professors, and $1,800 to $2,400 for instructors.

† This item is included in the total on which the 5% for pensions is based, on the assumption that professors on furlough will receive their full pension allowance in addition to their furlough salary.

Associate Professors		
17 at $3,500	59,500.00	
Assistant Professors		
17 at $2,800	47,600.00	
Instructors		
17 at $2,000	34,000.00	
Assistants	2,500.00	
	$308,600.00	
For Library	18,000.00	
For Administration	40,000.00	
Total for Salaries		$366,600.00
5% allowance for Pensions		18,330.00
Reserved for teachers on furlough (1/12 of total salaries of active full professors)		12,083.33
		$397,013.33
Supplies and Expenses:		
Departmental	$20,000.00	
Library	2,000.00	
Administration	15,000.00	
		37,000.00
Operation and Maintenance of Plant:		
Wages	$20,000.00	
Heat, light, power and water	48,000.00	
Insurance	8,000.00	
Campus Upkeep	2,000.00	
Repairs and Supplies	22,000.00	
		100,000.00
General Expenses:		
Religious services, Commencement, etc.		6,000.00
Total Educational Expense		$540,013.33

SOURCES OF INCOME

It is assumed that the income to meet this expense will come from two sources: (a) tuition from students

and (b) income from endowment funds. The college will not be obliged to ask for gifts for current expense.

The proposed tuition charge of $300 would provide an income of $300,000 of which $225,000 would come from cash payments by students, $37,500 from deferred student payments, financed through student loans, $37,500 from scholarship funds. It is assumed that financial assistance to students will be given to the extent of 25 per cent of the entire tuition receipts and that half of this amount will be in the form of loans and the other half in outright gifts as scholarships.

The following table summarizes these items:

750 students each paying $300 tuition in cash	$225,000.00
125 students each paying $300 tuition with money received as scholarships	37,500.00
125 students each paying $300 tuition with money received as loans	37,500.00
	$300,000.00
Balance to be made up by income from endowment	240,013.33
Total Educational Income	$540,013.33

To provide for this balance of $240,013.33 needed in addition to income from tuition, scholarships, and loan funds, to meet the total educational expense of $540,013.33, there will be required endowment funds of $4,800,266.60 invested at 5 per cent.

There will also be required $750,000 endowment to provide an income of $37,500.00 for scholarships for superior students of limited means, and an additional sum of $187,500.00 to be used as a revolving fund for loans to students who should be encouraged to undertake the responsibility of repaying the help

received. This would provide $37,500.00 a year for student loans, averaging five years in length.

In addition to this there should be endowment to provide for annual additions to plant and permanent equipment, including books, laboratory apparatus, etc., which should at least be equal to a depreciation charge of 2 per cent on educational buildings and 5 per cent on equipment. This would amount to $87,500.00 a year and would represent the income at 5 per cent on $1,750,000.00.

It is also proposed to provide a fund of $100,000 as current working capital. A college frequently needs to borrow money for short periods of time to take care of some item of prepaid expense like insurance or to finance some undertaking temporarily in anticipation of expected income. This current fund of $100,000 is intended for such purposes, and when not so needed may be invested in productive securities, the income from which would be available for current expenses. This would provide a small annual income for extra expenses not included in the budget.

These various sums represent a total of $7,487,766.60 needed for endowment, and $100,000.00 for an operating current fund. Probably $3,500,000.00 more would represent the minimum necessary for a modern educational plant for 1000 students, exclusive of dormitories, dining halls and other service properties, which may be managed on a self-supporting basis.

TABLE OF NEEDS

The following table summarizes the amounts thus needed as capital investment to provide adequate college opportunities for 1000 students:

1. Endowment Funds:		
Endowment for current expenses	$4,800,266.61	
Endowment for annual additions to permanent equipment	1,750,000.00	
Endowment for scholarships	750,000.00	
Revolving Fund for Student Loans	187,500.00	
		$7,487,766.60
2. Plant:		
Campus, Athletic Fields, Grading, Drainage System, Etc.	250,000.00	
Educational Buildings	2,500,000.00	
Equipment	750,000.00	
		3,500,000.00
3. Current Fund		100,000.00
Total Required		$11,087,766.60

ITEMS NOT INCLUDED

It should be noted that this total of $11,087,766.60 does not include the following important items:

(1) *College Activities.* No provision is here made for deficits on such auxiliary activities as lectures, concerts, college plays, orchestra, band, intercollegiate debating, athletics, etc.

(2) *Publicity and Alumni Bureau.* Whatever expense may be involved in advertising or other methods employed to interest students in attending college or to keep the public and the alumni interested (alumni secretary, alumni magazine, etc.), will have to be provided for in addition to the budget outlined above.

(3) *Dormitories and Dining Halls.* Colleges, not being institutions of public charity, are under no obligation to provide room and board for less than cost. There seems to be no good reason why the public should be asked to make gifts for this purpose. Students who are unable to pay the full cost may be helped, as individuals, through scholarships and loan funds.

It is here assumed that all dormitories, dining halls, and other service properties, such as faculty houses, college farm, book store, laundry, etc., can be managed in a way to produce a satisfactory rate of interest on the entire sum invested in them and in addition a proportionate amount to be set aside each year to pay off the money borrowed within reasonable time. It is not expected that these service properties will be a source of commercial profits, nor that there will be any surplus available for any other purpose. It is proposed merely to make these properties self-supporting, including financing the investment.

(4) *College Hospital and Health Service.* This service should be organized on the same plan used for dormitories. A separate fee should be charged to make it self-supporting, including interest and paying off the investment.

(5) *Research Work.* The expense of a limited amount of research work which can be carried on in connection with the regular work of a department may properly be charged to "Departmental Expense" but no provision is here made for any important pieces of separate research work or related enterprises which are nevertheless highly important if the atmosphere of a college is to be kept saturated with the scholarly spirit and its teaching kept fresh and effective.

COST PER STUDENT

In the foregoing budget it is assumed that the average enrollment for the two semesters will be the equivalent of 1,000 full-time students. Dividing the total of $540,013.33 by 1,000 shows a proposed annual expenditure of $540.00 per student which represents only the current expenses for the distinctly educational work of the college for a given year. It is assumed that students will pay a tuition charge of $300, or about 55.5 per cent of the cost. Deducting the total per student payment ($300) from the total per student cost ($540) leaves a balance of $240.00 per student as the proposed net annual cash cost to the college for the current educational opportunities provided.

To this should be added $87.50 per student for annual depreciation on the educational plant, and $210.00 per student representing 6 per cent interest on the funds ($3,500,000) invested in grounds and educational buildings and equipment. Adding these two items for depreciation and interest to the net current cash cost of $240.00 per student, makes a total annual cost to the college of $537.50 for each student over and above what the student pays.

In addition to the above, it is proposed to spend $37,500.00 a year in assisting a limited number of students with special scholarships and to offer further assistance in the form of loans amounting to $37,500.00 a year.

From the foregoing analysis, it will be evident that teachers, students and the public must all coöperate if good college opportunities are to be provided at moderate rates. Even under the most favorable circumstances, teachers' salaries cannot be made as generous

as those that men of equal ability can earn in most of the other professions. The public must be prepared to provide the entire physical plant, including buildings and equipment, without cost to the student, and it must provide through endowments or current gifts a large part (44.5 per cent proposed above) of the actual money spent for current educational purposes. It must also provide endowment funds for scholarships and revolving funds for student loans. With this help, it is not unreasonable to expect that the student, or his parents for him, should bear the rest of the cost.

The student who receives no special help would thus be expected to pay the tuition of $300.00, representing only about one-third of the actual cost of his education, plus his board and room, the charge for which should be sufficient to cover the cost. These latter items, in most standard colleges, run from $350.00 to $500.00. In addition to this, a student would have to provide for his personal expenses, which, disregarding extremes, would probably range from $300.00 to $500.00, thus making a total annual expense to the student of from $950.00 to $1,300.00.

A college education should be thought of primarily as an investment and not as an expense. If a student makes worthy use of the opportunities provided, the investment brings rich returns in character and capacity for service and adds to the nation's wealth its most important element—a citizen with powers developed and devoted to noble ends.

DISCUSSION OF FINANCIAL PROBLEMS

THE EDITOR

AT the conclusion of President Cowling's paper on "How Much Money Does a College Need?" the meeting was thrown open to a discussion of questions growing out of that paper.

The question was raised whether in the case of a college with a student body one-third the size of the one selected by President Cowling, the estimates proposed should be divided into three equal parts or, if not, whether the student or the public should pay the extra amount, or should divide it equally between them.

President Cowling responded that nothing but an arbitrary answer could be given to questions of that sort, and that there is not any ideal way of handling a particular situation; much depends upon local conditions and the particular condition in regard to any given college. He hesitated to set up any kind of a standard for a given college; it seemed to him that only the officers of the institution are in a position to do that. He had already said that he did not believe there was any ideal size for a college. A college should serve its constituency and if its constituency made demands upon it and was willing to support it, there was no reason why a college should not grow. It is a mistake for a college to yield to a pressure merely from a point of view of pressure when the constituency is not willing to

yield in point of standards. The actual problem is not the question of beginning with what we have and cutting it down. The question is beginning with what we actually have and building it up, at least in the direction suggested. Just what the opportunity would be for any given college is a matter with which its own officers are acquainted in a way in which no outsider could possibly be.

President Cowling expressed the belief that no college, in this particular stage in its development, could say, "from this point on, a certain percentage of our help should come from the public and a certain per cent from the faculty," in the form of a rigid scale of salaries for an institution of just that size or a tuition charge for a particular size of institution.

President Cowling said that he, personally, would go as far as he could with reference to two matters, and just as early and promptly as possible. First, he would increase the tuition to the very highest point that the traffic would bear, having no other consideration at that point than just what is feasible and practical, and he would make that increase at the earliest possible moment. Then, he would make a very careful study of every boy and girl who said he could not pay the higher fee and help him or her as an individual, letting those pay who could pay and helping those by special grant who were not able to meet the charge. The second thing he would do would be to raise the scale of salaries to the very highest point. Until an institution became comfortably financed, he felt that it was justified in raising money by current gifts to maintain a salary scale which otherwise it would not be able to maintain.

In response to an inquiry as to whether it was ethical to make a profit on dormitories and dining halls,

President Cowling replied that he did not regard such a practice as unethical. In his paper he had advanced the contention that dormitories should be brought up to at least a self-supporting standard. He had found that practically all the institutions that he had investigated that claimed they were making a profit on their dormitories were showing that profit with no charge for interest and no charge for depreciation.

The cost of operating dormitories and dining halls should include a charge of five or six per cent interest upon the entire sum invested and a reasonable amount to be paid off over a reasonable period of years, say thirty-two or thirty-five years. It is doing well if they can be made self-supporting, and it should not be expected that any commercial profit could be made or that any profit would be available for subsidizing the educational part of the work. What actually happens is usually just the other way around. Money that otherwise would be available for the educational program is taken and is put into the dormitory, giving the students board and room for less than it costs, at the expense of the educational work.

The question was raised whether in the case of a gift it should be expected that the dormitory should yield reasonable income. President Cowling expressed a preference not to receive gifts for dormitories. He cited the plan at Carleton College for financing the dormitories on a self-supporting basis. They have not had a dollar given for dormitories for many years, and yet have dormitories for nearly the entire student body. This constitutes a demonstration of the possibility of providing dormitory accommodations without gifts at all, gifts being diverted toward the educational part of their program.

The treasurer of an Eastern university described the situation at that institution where with an enrollment of about 1200 students they have been showing a slight surplus at the end of each year, the balance for the last year being $11,000 on an expenditure of $663,000. He also told of the erection recently of a women's dormitory at a cost of $260,000, all on credit, with the expectation of paying the cost off at the rate of $40,000 a year from the income from the dormitory. No account was taken, however, of a five or six per cent interest on the investment as suggested by President Cowling.

The question of a 2 per cent charge for depreciation on buildings and a 5 per cent charge for depreciation on equipment was also discussed, and the problem of reconciling published figures after depreciation allowances with insurance assessments and replacement values was considered. The insurance people, however, recognize that the book value of a building and its insurable value do not necessarily coincide. There has been no scheme invented to keep the value of money fixed, whether the money is in a building or in an endowment fund. No scheme has been worked out yet that will make a dollar mean what it meant twenty years ago or what it will mean in the future.

President Cowling advised that every institution should manage its own affairs in accordance with the best interests of that particular institution. When one makes a study over a long series of years of a large number of colleges certain generalizations appear. One is that where board and room are provided at less than cost, almost invariably it is done at the expense of the salary scale. In other words, the teachers are paying the bills. That situation was brought to his attention

twenty years ago when he first went to Carleton College.

The college had, at that time, only one large dormitory which represented an investment of about $100,000, money not designated for the dormitory at all. It represented undesignated funds. The college could have done anything it pleased with the money but chose to put it into a dormitory. For many years, the dormitory was operated in such a way as to produce an income to provide for food and service and maintenance, nothing for depreciation and nothing for interest on the investment.

The first problem was the need for increasing the teachers' salaries, then in vogue. In looking into every prospect for ways of meeting that, it occurred to President Cowling that the rates on this dormitory might be increased to such an extent as to provide a bona fide income on that $100,000 and to provide, in addition, a sum which would represent deterioration on the building in addition to repairs. That produced a net income of $6,000 in cash on the building. There were no complaints about the increased rates. But they did have on that little enterprise a net income of $6,000 which they have succeeded in maintaining every year since, and have added to their salary budget.

That $100,000 which had been given to the college without restrictions had been functioning, up to that time, for the purpose of providing board and room for students for less than it cost. After that policy was changed, it functioned for the purpose of providing an increase in the salaries of teachers.

Referring to President Cowling's recommendation of a $300 charge for tuition question was raised about the ability of the small liberal arts college to compete with

the state university and charge that high a fee. In reply President Cowling referred to his own experience at Carleton College where the tuition has been $300 for a number of years. In that state the University of Minnesota has for its College of Liberal Arts a charge of sixty dollars a year. Yet Carleton College has not had any great difficulty in maintaining its enrollment; they have fifty students more this year than they had last year. The impression gets abroad that they find something in an institution of that sort that they do not find in other types of institutions. If the colleges are going to tag on at the end of things and permit the public to have the feeling that the colleges are for the down-and-outer, intellectually as well as financially, there is not much of a future for them.

President Cowling contended that if colleges have courage enough to believe, not merely to say, but actually to get it upon their hearts, that it is possible for them to do within a limited field, literally, a better piece of work than the state universities are likely to do, they will be able to make a reasonable tuition charge, for at least three-quarters of their students.

The problem of competition between liberal arts colleges was also raised. Some colleges have such a low tuition charge that it reacts unfavorably upon other colleges in the same area which charge a higher rate. The hope was expressed that one of the by-products of this Conference would be a concerted action to increase tuition rates in such a way that all liberal arts colleges would be "placed on a self-respecting basis and on a basis of coöperation with one another that shall take away the sharp competition of former years."

EFFECTIVE TEAM WORK IN RAISING FUNDS

ALFRED WILLIAMS ANTHONY

DR. COWLING has stated that the average liberal arts college, serving one thousand students, requires for its plant and its endowment twelve millions of dollars. He has stated elsewhere that three hundred of the liberal arts colleges which are best doing their task have an average of two millions of dollars invested in plant and in endowment, showing a difference of ten million dollars apiece, a deficit so far as these three hundred are concerned. If an effort were now made to adequately finance these three hundred institutions, on the scale which he has justified and in which we all agree, it would be to reckon the task of raising the three billion dollars for these three hundred institutions. If we add four hundred more institutions, so as to include all for which we have come to plan, and undertake to provide for seven hundred institutions at the same rate, we have before us the gigantic task of raising seven billions of dollars.

While I have said these things as fair implications from Dr. Cowling's stimulating paper, I wish now to add that I hope you will forget them, and that you will not undertake to talk in terms of one billion dollars, or three billion dollars, or seven billion dollars. I would propose instead that each one of you begin to think in terms of your own institution and its needs, in terms of an adequate development of your institution,

from the place where it now is through at least a period of ten years, until it has been brought, by the process of growth, to a proper stage for its task in its place. And that may be nothing like seven billions, but will be something definite which grows out of each special program.

I say this with no discredit whatever upon the implications of this stupendous sum, for that is in the offing, and as large as you may wish to put it, but the thing which will bring us to concrete, definite grips with our present task is for each college to see its own immediate needs in terms of immediate prospects of development.

Having said that, let me remind you that we are thinking, I presume, many of us, perhaps all of us, as we approach a task of this kind, of some kind of a big bogey in the background, an awful fear, an awful ghost that is hovering over us, which arises from the experience of the religious organizations of our country!

Less than a dozen years ago "The Inter-Church World Movement" was conceived, as this inter-educational movement is conceived, with perfectly laudable purpose, with a proposed adequate study of conditions, with a recognition of the ideal state and a hope of realizing the ideal state. Then you know that while much good, in many ways, came out of that movement, certain very sorrowful, humiliating experiences were met in the course of it. It suffered a shipwreck which left some large measure of timidity, which we feel, as we face a task of this kind in the educational field, lest we, too, talk in terms too large, form too large a machine, and fail of our objective by trying all at once to accomplish the impossible.

I invite you to think of the possibilities, step by step, so that we will be perturbed not a whit by the size of the goal, because we will be stimulated by the good sense of our steady progress through which we push the goal from achievement to achievement. The Inter-Church World Movement, as I see it, failed chiefly for two reasons. They, at least, whether they be the main reasons, bring us a little illuminating suggestion in the way of caution. The first of these two reasons was an excess of overhead organization and expense. Immediately you are saying, "Then let us keep our structure simple and inexpensive." The second cause of its failure was, that that movement relied upon what it called the support of "friendly citizens," and it learned to its sorrow that, outside of religious organizations, there are no people who wish to give to the support of religious organizations,—that there are no "friendly citizens" in that sense.

This advantage, however, is ours in the educational field. We can properly bank upon a large number of supporters who are equivalent to the friendly citizens that were expected in the religious field. I know of no man, uneducated, who does not desire that his children shall be educated. Uneducated people are friendly to education. There is no cause of human welfare so appreciated in the minds of the American people as education. This statement is easily proven by studies which have been made of the trend in giving in recent years.

Think of the money given through taxes as well as the money given through voluntary action for the cause of education. The giving through taxes is not very different from the giving through voluntary action. It is like a man carrying money in two pockets. If he, a member of society, and others with him, vote

that for the support of schools he shall take his money out of one pocket and pay it as a tax, he, one of the sovereign people, has decided that will be his method of giving. If he, a sovereign of the people, decides that he will not thus give by assessing equally upon all but allowing each to have his own choice in saying what shall be his share for a similar purpose, he takes it out of another pocket. The curious thing about it is, that when we have voted to pay taxes we are all trying to evade our share and throw the burden upon someone else. While, when we give voluntarily, there is a sense of—how do you describe that sense of doing a glorious deed and doing it not because you were compelled to do it but because the good Lord had given you vision to see that need and with substance had put it into your heart to make a sacrificial offering, and you then are a bigger man because you give it voluntarily than when you paid it as a tax?

But, still, there is not so great a difference between voluntary contribution and taxation as many believe. I think the American people have decided now, as a policy—which will run I know not how long—that limitations of state are clearly defined for certain kinds of education, in the elementary grades and up through the secondary grades, and that the responsibility of the state leaps over, for the most part, that space where the liberal arts college comes in and says, "We will furnish the university with something that is properly prepared to fill that gap but not in such size or opportunity as to serve all the people."

I think we have reached a stage where we can recognize clearly that the majority of the American people propose to keep and maintain the liberal arts college in its independency, not under state control, not sup-

ported by state funds, but supported out of that other pocket, by the contributions of public-spirited men and women; and I think we are getting to the stage rapidly where the number of public-spirited men and women who see the opportunity to serve mankind through education are increasing, and the sense of responsibility has become a larger sense, touching more individuals, and at the same time, is something of a social sense so that a man of wealth feels that if he were to die doing nothing for human welfare he would be disgraced.

For effective team work in raising this large sum of money, I wish to remind you of the four sources from which all colleges are now practically securing their resources.

They secure contributions from alumni. It is tuition when they are undergraduates. It is a loyalty fund after graduation. I have sometimes wondered whether, when the urgency of the loyalty fund has been pushed to its extreme, we had not lost the finer meaning of that word "loyalty." I have sometimes thought that college classes might regard themselves almost as a prison gang, as though they wore the ball and chain and were in lock step and loyalty was to be interpreted in terms of conforming to something which somebody required and not that which was a spontaneous responsibility from within.

I do not wish to disturb loyalty funds. They are a source of income and perhaps they are not useful as far as they may be. Let them be used, as you are now using them, and count that one source of revenue.

Then many of the liberal arts colleges have historic connections with certain peoples, ordinarily denominations, religious peoples; and these people have in the past and do now make contributions. They are

the loyal supporters of the institution, because it is theirs.

Then you have your community. Every college tells the story of its value to the community of which it is a part. It has the young men and young women of the community in its classes. It is maintaining a great business enterprise in the community. It is worthy of support because it is giving so much.

A fourth source of income, which each college president has, is listed as certain individuals in different parts of the country. These individuals are making, in many instances, very large gifts.

I wish to suggest and it seems to me it is a part of the program of which we should think, that we cultivate these four sources of supply, as we have been doing in the past, with greater intensity, if that be possible, and then think of untouched resources.

There is a list of 17,551 millionaires and multi-millionaires in this country. I have seen another list of very nearly 2,300 multi-millionaires. There is a third list of about 400 individuals, who are said to have an income of more than one million dollars a year.

Immense wealth is in our country in relatively few hands. That number of 17,551 is not fully up to date, but it is approximately correct. I wish it were possible for every college president to find the suitable avenue of approach to one, or two, of these individuals, who by the circumstances of our American opportunities, our industrial life, our commercial exchanges and all of the far-reaching prosperity of our country, have amassed great fortunes.

I referred to these people a little while ago when I said, and I believe it profoundly, and think it to be pretty well substantiated, that the disposition of so-

ciety in judging these men is that they are disgraced unless they help human welfare before they die.

I think the conviction is coming into the minds of these men that they must find the right opportunity how best to do good with wealth without being, what they call, "worked." They resent the idea of having some advantage taken of them by being hypnotized, or persuaded, or cajoled, or coerced into doing something which they do not voluntarily choose to do. They are men who all through their lives, in amassing their fortunes, have acted for themselves. They have no inferiority complexes about them! They wish to choose and understand now, without having somebody else choose and understand for them.

I would urge that the college presidents of this liberal arts circle do, for the sake of approaching such individuals, two things. First, as has been intimated over and over again here and was proposed by Mr. Palmer this morning, make known in practical form the value of liberal arts education, having in mind the people of wealth who have not yet seen it in a way which would signify they understood its meaning. It is a new statement for each college president to make respecting his own product, his graduate output, what his institution has done, is doing for human welfare, to put it now specifically in language which the man of big business will heed, not for distribution on the street, or promiscuously; the president must diligently inquire and seek some means of bringing such a statement to the favorable attention of one or two of these —let us call them good prospects,—untapped resources of this country.

Through the four usual channels, through which you men have been financing your institutions, you have

done about all you can. Now we are thinking of coming to a higher level of maintenance and support for our institutions.

Attack is the wrong word. It must not be with any thought of coercion, but with illumination, with explanation, with unfolding, with disclosure, with a declaration that has in it the charm of reality and the meekness of a dignified personality who comes to touch a human soul. For let me say, I think you will agree with me, some of those men who have accumulated fortunes are the most unfortunate men in the world. With their fortune, they have lost contact which gives them confidence in friends. Most of their friends are seeking to "work them" in some way. Cannot the college, without that purpose, but with the disclosure of its great human service, so speak that these untouched, but very human, breasts can be entered with this story of the ministry of the college?

And then the second thing I would urge you to do is for every college, with its board of trustees, to shape, in detail, a program of development for not less than ten years ahead so that here will be your statement. We have so much property. We are doing such work. We have such expenditures. We show such a deficit. We have students applying. We wish we could do thus, put another man in this department, another teacher here, and so on,—a detailed statement, which will set forth explicitly the additions which you see now are needed and what they severally cost, and set that forth to cover a period of not less than ten years. If you can make your man of big business realize what you thus far have done with your meager resources and then can show him what you might now do and do reasonably, not with a vague hope and a misty ideal, but

with a hard-boiled, common sense statement of every detail and every dollar and just what it means, if you can say that to him, I believe you have got your man.

There is no better method than to make plain to a man (1) what you have done and (2) definitely what you propose to do. I am not thinking of setting up a great expensive overhead to work some charm for you, but that each institution shall do these two things for itself, and that all shall do them at the same time.

On February 22, the trustees of Bates College, in Lewiston, Maine, had put before them a detailed statement of what the president saw the institution needed in the way of development for the next ten years. It almost bowled the trustees over to have him ask for four millions of dollars. But, at length, after examining the program in detail, some of them said, "If there is any fault with that program, it is that probably at the end of ten years we will say it was too small."

Here is what that program occasioned. The leading paper in the city in which Bates College is located gave publicity to it on its front page. The right-hand triple column display on the front page states what the president asked for for his institution. There is the highest place of prominence for publicity thrown right at once in the face of the community. The leading morning paper in the city in its next issue did the same thing, and the leading Portland paper did the same thing. Every newspaper in Maine, without any cost to Bates College, took that as news, front page news When I reached New York shortly after that date I saw the item in the New York papers. The *New York Times* had three inches of Associated Press news given to the Bates College program and what it meant. I met a gentleman here yesterday who saw the same item

down in Florida. It cost Bates College nothing for that publicity, because it was news.

Why cannot every college president so formulate his program that the men who are looking for the things which appeal to their readers will say, "That is news"? It must be so clearly stated, so sagaciously conceived, that it will have no inflation in it, no exaggeration for which any one need apologize.

I hold here in my hand the beginning of the outside page of the *New York Herald Tribune* for March 7. It is headed "People of City Urged to Give Three Million Five Hundred to Columbia." Columbia University has formulated a program for a ten-year period and says, "Our needs are explicitly so and so." It is outside page news, unpaid for, in the New York paper and spread through the Associated Press. Less than three days afterward, New York University came out asking for forty-five millions for this and that, all in detail; and again this program was front page news.

Let us stir this country, because every college has thought through what it needs. Let the little college do it and if any little college needs to be eliminated, let it eliminate itself because it cannot do it, cannot show what it has done which is worthwhile and cannot show what it wants to do which is worthwhile.

Put your gray matter to work, if you wish a program that will appeal to the people! Who will trust anyone with money, unless the program is so well thought out as to command confidence? So I am urging in this effective team work that every man do these things just as soon as he can and at as nearly the same time with others as possible, so that by the repetition of such things through the country we will secure the attention

of the people, with no cost to the institution. If the attention of the reading public is aroused, then, of course, our programs will be talked about and developed, and things will go on.

For effective team work an attitude of mind in approaching these larger givers must be shown which is entirely removed from a narrow program. A narrow program is very much like a dogmatic or dictatorial tone. It seems to say that the only way the institution can be benefited is in one little way. Understand and approve every sound way, and then name in your printed material and in your approaches the variety of ways.

Although the demand to pay current funds is the immediate need, it is a mistake to give that impression. The larger business men, in all their financial transactions through life, are well aware that the long pull is the most important pull. To you nothing is so good, nothing can be better than the absolute gift.

But that is also a good gift which is made through trusteeship, with perhaps some other institution as trustee. A larger and larger number of men of wealth are choosing to put their money into the hands of expert financiers as trustees than ever before.

If a man chooses to name some institution as trustee to hold the principal of a fund, the income of which can be used for you even if it is not today, even if it is after his death or after the death of his wife or after the fulfillment of some other condition, it should be recognized as a bona fide valuable gift from him, the thing he wishes to give, and let him be the judge of what best suits his convenience. You have that attitude of mind which says, "If you wish to give this into my hands now I will be grateful. If you wish to give it

not to me but for me to somebody else to hold and let me have the income, I will be grateful."

If he says, "I will transfer to you a life insurance policy," let it be that way. If he says, "But I want an income from it while I live," let it be on an annuity plan. If he says, "I will put your name in my will," by all means let him do it. Don't be impatient with him if he chooses one or the other of the ways and you, in the meantime, have been thinking in only one way. Recognize, with equal appreciation and approval, the distinct ways which are great ways, in commercial affairs, of building up permanent funds to reach far into the future. The living trust, the trust established while the man is living, with every manner of condition which he may wish to put into it, but eventually to benefit your institution, let it come thus; the annuity agreement, by which he is to have back some stipulated amount because he needs it; whether he needs it or not, —that is for him to decide. The life insurance policy, either a direct policy taken out for you or one that has served its purpose, as very frequently life insurance policies do serve their purpose, a life insurance policy for the benefit of a man's widow and she has died before he has and there is no widow. Shall he let it lapse? Let him transfer it to your college. Or perhaps it is for a son and the son has gone on before him. Let him transfer it to the college. Or the testamentary bequest in the will that becomes effective after death.

These five methods are all good. Recognize them all. Some are prolonged in their final benefit and the benefit long deferred. Welcome them. Do not declare the only one desired is the absolute gift. All these methods should be appreciated in our minds when we seek the man who holds the funds and must decide whether or

not he shall respond to our solicitation. We must let him choose which he will use; and all of them we must recognize as of benefit. But if we do, we must clearly take this next step.

We cannot fix the date when our movement shall end. We cannot say it will all be over in three months. It cannot be over in three months with an annuity agreement. It cannot be over in six months or a year with a living trust. It cannot be over until the man dies, with a testamentary bequest. Our campaign is a campaign for our necessities. Let it reach as long as it will, through the lives of men living and on beyond, for we are going to continue and we have a program that looks to the future with developing stages. That attitude of mind seems to me highly essential.

Bear in mind your helpful allies who hitherto have not been sufficiently employed, those natural allies to whom we have given too little attention. I mean three classes of men in their regular business. Lawyers are working for us. They are writing wills. They are writing trust agreements. They are writing conveyances. They are writing pledges. They are inspecting and advising in respect to all legal acts which the very wealthy are taking. They are constantly by their sides.

I have asked lawyer after lawyer, "Have you ever advised a man regarding the disposition of his property for charity?" There is hardly a lawyer in this country to whom you put this question but who says, "Yes, it is not ethical for me to say, as a solicitor, 'Do this or that,' unless my client says, 'I have more money than I thought I had. What would you do with it?' " These lawyers are our allies. I beg of you to get your institution and get yourself into friendly relations with your lawyer friends, not that they shall do what is contrary

to the ethics of their profession but that they shall know these two things which you should tell them: the product of your institution and its value; the program of your institution and how it will develop. I would not give them a catalog. I do not think a catalog is good reading for lawyers. It is better for college presidents and prospective freshmen. But it does not tell enough for the business man.

Then there is the life insurance man. He has the advantage over all others of your allies because he is so skilled in solicitation and in salesmanship craft. There are about 200,000 skilled life insurance men in this country eager to serve. Because they are eager to serve they are suggesting a great variety of ways of service, some of which are not perfectly good. But they are ready to serve and in certain ways they can. I would cultivate them.

But, more than all else, there are your trust company officials and the banker whose bank has fiduciary powers. I know of nothing better that the college president could do than to invite a group of lawyers and trust company men, or bankers, to a dinner, or luncheon, or some definite function, where the interest of the college could be set before the group and suitable printed matter be left with the group, printed matter which gave legal titles, printed matter which showed definitely the next step to be taken.

These three groups are our natural allies. I would urge their cultivation. It seems to me this whole conference, so far, has been busy in clearly setting forth the place occupied by the liberal arts college, which nothing else can supply. I have seen what appeared to me to be a holy unction, almost a prophetic zeal and vision, expressed in person here on this floor. It is for us, tak-

ing up this vision, to make it real and we cannot do it immediately. It must run long. We must not give it too much organization. It must be done voluntarily by the institutions which are to benefit. It must be done by each college president. There is no magic way. There is no hat which can be passed and out of which will leap a rabbit with a golden fleece. It must be by painful, sacrificial acts of you men who have already achieved so much, who best can do it. It must be a campaign of perseverance!

THE SMALL COLLEGE IN HIGHER EDUCATION IN THE SOUTH

B. G. Lowrey

The best statement that I have seen as to the service rendered by the small college is contained in an illustration given by that patriarch of educational advocates, A. E. Winship. He puts it something like this: A great hydro-electric plant like that at Niagara or Muscle Shoals can send out a current whose power will carry a train of one hundred loaded cars over a steep mountain grade. Yet this is not the highest service done by the electric plant. Its full beneficent achievement is attained when the transformers and the small wires have carried the current into the villages, the hamlets, the shops, the factories, and the rural homes—to light the way for lone travelers on the village streets and country highways, to operate the little mechanical apparatus, to run the sewing machine and carpet sweeper for the tired and careworn woman, and to keep the food in the refrigerator wholesome and palatable for the laboring man and his family. The small colleges are doing this universal distributing work in the field of education.

The splendid university with its many millions in equipment and endowment—a Chicago, a Yale, a Harvard, a Columbia, or a Princeton—is a mighty power plant in our country's educational system. These institutions start great currents of thought and investigation and of educational activity. But we must have

the small colleges to carry the service down to the plain people, and to the common activities of our country. And those who labor or who contribute money to the great cause of education should remember that the transformers and the wires need to be maintained as well as the power plants.

But let us lay aside the figure and discuss this matter for a few minutes in plain literal speech.

It is possible for only a few of the young people of our great country to attend the large colleges and universities. Especially is this true in the states that are mostly rural and agricultural, and in those sections that lie far away from the centers of wealth, population, and learning. Hence we have many thousands of fine, sturdy, aspiring young people for whom the small college is the only opportunity, and who as the *Boston Transcript* says, "attend college because they really want to learn, and not particularly to distinguish themselves in the athletic fields and on the rivers."

William Lyon Phelps of Yale says, "The small college does work that cannot be done elsewhere, because it furnishes education to young men and women in the same locality who would grow up without it, for they cannot attend a distant university." Again, speaking of these small colleges Dr. Phelps says, "I regard their endowment an absolute necessity for the cause of education. I believe every dollar spent in assisting these small colleges to be a magnificent investment for the future manhood and womanhood, and for the welfare of America."

Guy M. Walker of New York says, "It has been the large number of these small colleges, poor and struggling, scattered all over our country, that has produced the extraordinary diffusion of higher educa-

tion through the American people." He then expresses the conviction that we need one thousand of these small colleges, with a million dollars endowment each, scattered throughout the country.

Of course when we use this oft repeated expression "The Small College" we are speaking in relative terms.

The college interests of our whole country are under an obligation just now to President Albert Norman Ward of Western Maryland College for the compact fund of information which he has given us in his valuable little pamphlet, "Making Provision for the College of Liberal Arts—The Small College." If I properly construe the facts and figures which Dr. Ward has given us I should say that about seven hundred colleges are carrying nearly three-fourths of the one million students now attending college in America. Hence these institutions would have something like an average of one thousand pupils. They would all be small compared to those larger institutions which carry from six thousand pupils up to forty thousand each.

But I should judge that half of these seven hundred colleges have student bodies numbering nearer five hundred than a thousand—which brings us to a group of colleges to which the term small would be still more strictly applied.

But without any effort at definite specifications I should like to make my plea for those public benefactors to which the *Literary Digest* refers as "the innumerable little colleges which exist at the cost of struggle, but are the salt of education." These schools are to be found in all parts of the country, but they are especially numerous and especially indispensable in those states of the south and west where both private and public finances depend almost entirely on

agriculture, where agriculture for some years has languished almost to the point of collapse, and where there are very few men of millions to whose philanthropy appeal may be made for the support of needy institutions.

But this study will be entirely inadequate if we fail to observe at least two other direct and important relationships which these small colleges bear to the general scheme of American education.

First, they must be depended upon to furnish the fit material for our schools of professional and technical training and for our great universities and graduate schools. We have come more and more to recognize the need of liberal education for the young man—or woman—who is to enter the school of law, of medicine, of theology, of engineering or of business administration. Every small town and rural community needs intelligent men trained for these activities and there is an ever-increasing demand for such men and an ever-increasing number who seek such training. But for our "innumerable small colleges" where would these schools get their students for professional and technical training, and how could society be adequately supplied with these specially trained men? And, again, how could our great universities be supplied with that splendid body of graduate students through whom they are now rendering such signal service to the cause of higher education? Surely every professor in the universities will join William Lyon Phelps of Yale in declaring the endowment of these small colleges "an absolute necessity to the cause of education." If the graduate school wants more students and better students it should aid in strengthening the small colleges: for even away down in the deep south, from which

this speaker hails, there is scarcely a small college that is not sending students annually to the graduate schools of the north and the east.

Second, these small colleges are the hope and the dependence of the high schools and of popular education generally in many sections of this country. Permit the use of Mississippi as an illustration. Twenty-five years ago that state knew nothing in the way of a rural public school except the little "schoolhouse by the road, a ragged beggar sunning." Then came the consolidation move. In every county of the state groups of these little one-or-two-teacher schools were consolidated. Districts issued bonds, erected good school buildings, and in many cases comfortable teachers' homes. Thus they established good thorough graded schools which in addition to their direct educational work served as helpful community centers. The state now has a thousand of these consolidated schools and the little one-room schoolhouse with the one-teacher school is a rare sight in that state. So Mississippi will have perhaps fifty boys and girls graduating from high school in the year 1930 where twenty-five years ago she had one.

This looks like a bright picture—and so it is; but it brings another very difficult educational problem. This increase in the number of high school graduates means a corresponding increase in the number of boys and girls ready and anxious to enter college, and hence a corresponding demand for standard college graduates to teach in these high schools. Unless the high school is standard it cannot enter its pupils in a standard college, and unless the college is standard it cannot furnish the teachers for these important high school positions. Therefore, if we do not standardize our colleges

there is a serious interference with our whole system of popular education—a missing cog that throws the whole machinery out of adjustment. These conditions do not obtain in Mississippi alone; other states have a similar situation. And this is the occasion of our urgent appeal to the wealth and philanthropy of the nation for the money to standardize and strengthen the small colleges.

Within recent years the associations of colleges have fixed standards as to endowment and equipment prerequisite to a standard rating—generally not less than five hundred thousand dollars invested endowment. When this was first promulgated comparatively few of the southern colleges could meet even that small demand. But in fairness let it be said that many of these schools were carrying on nobly and doing very valuable work with no endowment at all. Immediately all these institutions were brought to face the proposition "endow or die," and all had to go at once to their constituency in money raising campaigns. This came, too, in the agricultural states of the south and west just when agriculture was languishing almost to the point of collapse and when conditions for raising money were just about the worst possible. Some of these colleges have raised funds sufficient to standardize them. Others have made good progress but have not yet reached the goal and are still in the struggle.

Dr. Ward points out, in his pamphlet, that at least seventy colleges in the United States have an endowment of $250,000 and amounts varying between that and $500,000. Here is a challenge. It occasionally happens that some one man gives to education in amounts from $5,000,000 up. Evidently there are as many as twenty-five of these seventy colleges that could now

be carried over the top to standardization by a gift of $5,000,000 to the whole group. And $15,000,000 would evidently standardize all of the seventy. And we have evidently one hundred such institutions, all of which could be standardized by a donation amounting to $25,000,000. What widespread blessing some man might thus bestow and what widespread gratitude and honor he would thus bring to himself!

Finally, there is one other phase of this small college situation that should perhaps be mentioned. Most of these institutions are located in the country and are patronized largely by people from the villages, the small towns, and the rural communities. O. H. Benson, who has done great service in country life problems, states that in the last eight years seventeen billion dollars have been given for philanthropy and practically every dollar has been to the advantage of the cities, and to the disadvantage of the country and the country village. Practically all philanthropy, as he says, is so organized that farm people must go away from home to get the service of institution, progress, universities, hospitals and organized recreation. For eight years more than two billion dollars a year has been available through philanthropy for education, social service, charities, and programs of cities. And practically none of it for anyone who will not go to cities to enjoy it and profit by it. Yet one speaker has told us that less than 50 per cent of our population live in towns of 5,000 or more.

Surely when this situation is properly brought to public attention some men of millions and of large hearts will heed the cry and will meet this the most appealing need in our educational program.

THE CHURCH AND THE COLLEGE

WILLIAM S. BOVARD

I HAVE looked upon this assembly of leaders in the field of Christian education as a very significant gathering, and whatever else may come from it, I am quite sure that this great theme of Christian education will come to be more vital in the consciousness of the people who shall hear of this meeting and of the discussions. When we look at the great national complex which we are accustomed to call America's system of education, we find a considerable number of relatively small, simple living, high thinking institutions which we call colleges. Most of these institutions were founded and are being fostered to a greater or less degree by the various bodies of the Christian Church. These institutions represent religious organizations, active in the field of general education, and most of them antedate the great movement on the part of the state for developing institutions in the field of higher education.

The leaders of educational movements, fostered by the state, have been very prompt and very pronounced in their declarations of the helpful influences of these church institutions upon the movement which the state has launched and has developed to such large expanse as we observe it today. There is no competition or conflict between these two types of general education.

Once in a while, an observer makes this comment. "Is it necessary for the religious bodies to continue the

development of educational institutions in the field of higher education and in the field of general education, inasmuch as the state, in such a generous fashion, is providing for instruction in the whole range of general education? Would it not seem to be a wiser use of the energy and leadership and resources of the religious bodies if they would confine themselves to that very definite and particular body of knowledge called religion, and might not there be a division of labor that would be in the interest of greater efficiency, if the religious bodies on the one hand and the state organizations on the other might arrange that kind of a division in the educational system?"

Along with that question is sometimes put this other. "Has not denominationalism vanished to the point where it no longer has an appeal for a loyalty that should warrant the development of such expensive and elaborate enterprises as church colleges?"

Just a word concerning these two frequently mentioned questions. In the first place, the church bodies who founded institutions on behalf of general education have recognized that for the sake of their responsibility to the whole public in the name of religion it is absolutely necessary for them to maintain the strongest sort of educational activities within the field of the total range of knowledge.

Just as surely as a great republic, actuated by the purpose of developing political conceptions for the general welfare, would not get far without the founding and operating of great educational enterprises, so a great social, religious movement called the Church, just as definitely charged with a service to the total human family in the name of religion, cannot hope to develop from generation to generation adequate con-

ceptions of religion that shall meet the changing needs, the deepening needs, the enlarging needs of the passing generations, by confining its activities in the name of religion to a circumscribed body of knowledge, definitely labeled "knowledge relating to religion," and assuming that the sciences and histories that make up the curricula of general education have no contribution to make to the fulfillment of the mission of these religious bodies. Religious conceptions that shall be adequate to the need of the total life of the people to be served from generation to generation in a progressive humanity in a going stream of human life, to be robust enough, to be productive enough, to be vital enough, to be sufficiently in contact with the needs of that ongoing progressive human life, must be where the ozone is and where the light and the enriching influences of all the bodies of knowledge are.

Knowledge—all the sciences and histories and philosophies—makes a contribution to the quality of religious conceptions which represents the fulfillment of the purpose of a great religious organization called the Church of Jesus Christ with its mission, not to its particular members, but with its mission to the total human race. Just as a great social movement called the state, gathering about it great political ideas, feels the necessity of carrying on a vast system of education in order to develop the political concept, so another great social, religious organization founded by and under the urge of great religious need must also have an educational system that completes the growing views of religion that they shall meet the needs of the passing generations.

I think if the day ever should come when these religious bodies should say, "now that the state has de-

cided to carry forward so amply and so generously education in the field that we call general education and will take care of the sciences in a way it is not possible for us to take care of them, and will look after all these so-called secular bodies of knowledge, we will draw in our expanded lines and concentrate upon the interpretation, the instruction and the inspiration that belongs within this particular circumscribed body called religion," that day we would be starting toward a narrowness and bigotry and intolerance, not to say the deep depths of fanaticism.

We must not for one minute entertain with any seriousness their withdrawal as religious bodies from the field of total knowledge; on the contrary we must greatly strengthen the institutions we now have in that field.

As to the other question, as to whether these institutions are called upon to maintain themselves and enlarge their borders and increase their resources in the interest of denominational propaganda, I doubt if anybody here has lived long enough to belong to the period of human history where any institution of any importance had the policy or the aim of denominational propaganda. It has been a long time since all these worthy colleges of America, founded by the Church and fostered by these religious bodies, have not been actuated by a great non-proselyting service to humanity, irrespective of the relationship that students or faculty sustained to any particular body of Christians. I am ready to believe that is the attitude today.

Instead of arguing that these institutions ought to go out of business, since their particular denominational bodies can no longer appeal, on their be-

half, to a denominational loyalty and to an objective that may mean better denominationalists and more denominationalists, as a result of the service of the particular institution, it does argue that all the Christian bodies ought, with the finest kind of breadth of spirit and the finest sort of catholicity of vision, and with the most splendid fidelity to conscience, to face the question as to whether it may not be possible for many of these institutions, now duplicating in the same constituency, to pool their resources, and to correlate their work with respect to their objectives and with respect to the service being rendered to their respective constituency. In many instances it might be for the benefit of greater efficiency, for the benefit of the service to be rendered, to the Church, to the community, to bring about a correlation of the existing institutions.

I think the time has fully come when in all conscience, in the sight of God and in the sight of multitudes of people who are wishing well to our great religious, forward movement, that we take seriously the possibility of closer relationship, possibly merging institutions, institutions retiring from certain fields on behalf of other institutions that are meeting the needs of that particular field, and in that fashion adding to the great spirit of the day in which we live, which certainly is the spirit of "togetherness."

You can go to almost any of these educational institutions about which we are talking to-night. It may be a Methodist institution, so-called. I can speak for that particular group, and I am bound to say to you I do not know of a single Methodist institution that thinks of itself as an institution existing for the purpose of making a contribution to the definite increase

of the prestige of that particular denomination. But every one of the institutions thinks of itself as an agency of a great religious movement on behalf of the education and spiritualization of the total life of the community which it serves.

You look over the personnel of the faculty and the personnel of the student body, and you will discover all shades and degrees of denominational relationships in the faculty and in the student body, and that represents practically all these great church bodies. That represents the dominant policy and aim of the so-called church colleges of America today. They certainly are actuated by a great non-proselyting policy with respect to human necessity. They certainly recognize each other's rights in the field to coöperate to the achievement of that great end.

I believe it is possible for us, in a very practical way, to greatly strengthen our movement on behalf of religion, and on behalf of religion not for religion's sake but for the sake of the highest interests of humanity, if we shall get together in a closer fashion than we are today.

There is another thing which makes me feel strongly in favor of strengthening this particular group of educational institutions. I don't know of a time, in my brief memory certainly, when there was greater need for the exaltation of the primacy of personal values than this very day in which we live. I am not speaking principally of the purposeful educational institutions represented by the group here but the great inevitable education going on through the public press, through the magazines that are being read widely, through books of every kind, books that have no inhibitions whatever and articles in magazines that show

the authors do not for one minute feel any constraint to say anything that comes from any source into their thoughts and spread it out to the public, especially if there is any reward to the profit motive in it.

This inevitable education that is going on, I am bound to say to you, has a very grave and great tendency to depreciate the worth of human life and thoroughly submerge it to the long eternity of the past that reaches back into the slime of the distant ages, and to rob it of what has been called the eternity with wings that reaches forward to an everlasting destiny of human life. There is no institution in the whole system of American education that seems to me to be situated so favorably and to be organized in such strategic fashion to magnify the primacy of the values represented in persons as these small colleges that have for their major purpose the growing of great, rich souls, that put a premium upon the man behind the profession rather than upon the technique of the particular profession or vocation.

That particular thing is needed today, for everywhere we are finding that the popular notion is, after all, that man is nothing more than a biochemical entity, and that all the so-called mental and spiritual phenomena, aspiration and prayer and worship and thought and dreams, all can be explained as a response to stimuli applied to some part of this great biochemical entity that is supposed to be worth about ninety-seven cents in a drug store.

I think when you look at the values of the universe you have to classify them under one of two heads. They are either in the realm of means or in the realm of ends and when you begin to classify them you will find that every blessed thing can be put into the realm

of means—organizations, institutions, endowments, materials—everything can be put into the realm of means except personality, and that represents the immortal values that are of such worth as to make them ends in themselves.

"All things are for Your sake." This lifts human personality high over all and makes it the determining factor in the whole educational process.

What is, after all, the irreducible minimum of a college? It is where some teacher, sent of God, is in contact with some pupil with capacity and aspirations and eagerness, and they are working together with truth, discovering that the truth, in order to be of any great service to the world, must get itself incarnated; it must be personalized; it must be put into life. "God, who in diverse fashion spake unto the Fathers, by the prophets hath in these days spoken to us by his Son." And that Son said, "I am the truth and the life," and "as the Father hath sent me into the world, incarnate truth, so send I you into the world."

If I were asked for a definition of the business which is supposed to be carried on in these great colleges throughout this country, I would say the supreme business is to make truth vital and to energize it by personalizing it, putting it into the warp and woof of the life of the American community and sending that truth to the ends of the earth in that vital, dynamic fashion.

Suppose we wanted to send a little Christianity to China or India or somewhere else or to Mississippi, or suppose you wanted to send some up to Chicago, how would you package it? Could we send it by parcel post? Could we send it in books? Could we find manuscripts anywhere, any programs or institutions? There

is only one way to put Christianity into life, into business, into the foreign land, into the community, and that is to make it live in person and send the person to represent it in Christian living. The only thing that counts is quality and quantity of Christian living, and the business of these colleges, as I see it, is to increase the quantity and improve the quality of Christian living on the part of the community called the college, the faculty and the students, those who are coöperating in this business of putting truth into life and bringing truth out of life in the expression of Christian living.

Now this final word, because I believe so thoroughly in the primacy of persons, because I believe that represents so thoroughly the great common objective of all these many Christian bodies, because I believe the only thing that will make the truth, God's truth, all truth, the truth that comes from the laboratory or the library, that comes from meditation, that comes from any source, for all truth is God's truth—the only way to make it effective for increasing the quality and quantity of Christian living in the world is to have personalized exemplification.

For that reason, I am believing that the great strategic means by which that thing can be brought about is something like these Christian colleges of which we are speaking, and, therefore, I think they afford the one supreme opportunity today for this vast aggregation of activity we call business to immortalize itself, to extend its tenure of life beyond the few fleeting years of earth into the great eternity of immortal values.

What is business when it is reduced to its lowest terms? Is it not taking a commodity of low commercial

value and by the application of skill and knowledge and labor transmuting it into a commodity of higher value and gathering up the increment in what we call wealth? That business has been going on until America has developed material wealth amounting to more than four hundred billions of dollars, until it has become the greatest concern of all the thoughtful people of all the nations of the earth, and they have been exclaiming that in all probability we were dollar chasers, we were giving ourselves over to the worship of the almighty dollar, that we were in bondage to crass materialism.

I read once upon a time, from a noted economist, a statement something like this, "No nation has ever yet reached any lofty height in cultural or character achievement that didn't have a strong foundation in economic prosperity." And the very beauty and glory of the opportunity which America has today is that in the development of all our natural resources, in the transmutation of commodities of lower value into commodities of higher value, the process of transmutation and the gathering of the increment of what we call wealth, we stand as the great creditor nation of America. I say if that is the chief end of American life, I do not wonder that people think of us as devotees of the animal ideal of man, but I do not believe that is the purpose or thought of the American people at its highest level. But the great purpose is that we shall make one more transmutation, that we shall see at last that it is possible for us to transmute money into manhood and cash into character, and property into immortal personality, and that after all, the accumulation of the material increment called wealth is only a means to that one glorious transmutation in which material values may be raised to immortal worth

through the work of the American colleges. To this end may these business men, our American citizens, who have the hundreds and thousands and the millions, be led to see that the climax of life is that they, too, shall make their contribution of material substance, to the product of our great educational system which shall abide when the worlds of things have all passed away.

There never was a time when the need for these colleges was greater, never a time when the opportunity for these colleges was more insistent, never a time when the people who had the resources, put together with the leadership, could make of these institutions greater orchards in which shall grow the immortal virtues that belong to spiritual personalities, which are not lost or identified with the temporal and passing physical entities.

I certainly hope that out of a gathering and discussion of this sort may come a mighty impulse on the part of those who believe in a great spiritual reality in the human world that we shall push forward this great common task.

THE THEOLOGICAL SEMINARY AND THE LIBERAL ARTS COLLEGE

William J. Thompson

In the abiding permanency of Christianity the minister, a chosen leader, and laymen, the led, are indissolubly united. Turn the axle, the minister, and you whirl a thousand lay spindles. The Law of Parsimony bids us apply power to the axle.

The rise of France in the Seventeenth Century to first place in Europe with England as her pensioner is chiefly due to a minister of religion, Cardinal Richelieu. The Rev. Dr. Robert W. Rogers, the eminent Old Testament scholar, is mighty as an army with banners. Quality counts and is our concern.

"I am called to preach," said Alexander Mather. "Let me hear you, then I shall know," replied John Wesley. Jesus chose the Twelve, "whom he also named apostles," after having continued the previous night in prayer. "Ye have not chosen me, but I have chosen you." Choice of ministers is of life-and-death moment to organized religion—the Church. As yet we have no fit technique to discover those whom the Lord has anointed. We should bestir ourselves, as have lawyers and physicians, to devise efficacious aptitude tests. Their wholesale practical operation would mark an era of Gospel triumph.

Native ability to know the world as it is, as it ought to be and how to change what is into what ought to be, a minister must have. His I.Q., in psychological par-

lance, must be extraordinarily high. To budge that almost irresistible triumvirate—the world, the flesh and the devil—the minister's will must be of steel akin in strength to its mate in skyscrapers. A cold heart is more appropriately located on the frigid trans-Neptune planet than in him whose dynamo to move the world is love. The minister's dowry includes a heart of romantic warmth and magnitude. The subtle, imponderable, indefinable *sine qua non,* personality of the charming variety, must be his by the first birth. Another paramount indispensable: he must dwell in the secret place of the Most High. Into this mystical dwelling he is not reasoned in as friends fondly suppose; nor reasoned out as enemies might wish. "Line upon line, precept upon precept, here a little, there a little" proceeding from his parents is the atmosphere, rain, soil and sunshine in which the acorn grows into the ministerial oak. Eliminating rare exceptions, those capacitated for the ministry are born and reared in Christian homes.

The discovered neophyte, with these five predicates —intellect, will, heart, personality, piety—must add a sixth: a college of liberal arts education. Quartz, mica, or feldspar sent to college, after four years is returned a stone wrapped in parchment. We are justified in expecting the best ministerial flour only when we supply the fine wheat we have indicated.

The minister-to-be should take college courses in literatures and history. Riding the waves of the best ideas and deeds of the past and the present he learns how to transport to future generations theological argosies which he is later to acquire.

People hungry give scant thought to the soul's salvation. Pursuit of food and wealth are man's two engrossing occupations. The college of liberal arts acquaints

him with the economic principles of production, distribution and exchange. These the theological seminary relates to "abundance of things," covetousness, crime, the Golden Rule, "laying up treasures in heaven" and to the Kingdom of Righteousness, which sought first, all needful material goods are added.

The college of liberal arts roots and grounds him in psychological, social and political laws which the theological seminary uses to further his molding society into a Brotherhood under the Fatherhood of God.

> The courses in esthetics enrich him with Harmonies
> That wake the dim immortal memories
> We bring from the Eternal.

and make him at home amid music, poetry, painting, architecture. The source of beauty is God; graduates of theological seminaries so preach and call upon all to worship Him in the "Beauty of Holiness," and thereby realize life's highest joy and deepest truth. "Beauty is truth, truth beauty—that is all ye know on earth, and all ye need to know."

The dinosaur, the blue ribbon winner among animals in a pre-geological age, through lack of adaptation is now in museums a skeleton. Whereas its adaptable Mesozoic senior, the cockroach, flitting down the æons is in the kitchen—one of its race courses—an expositor of adaptation. Liberal arts science courses tell the student Nature's ways—God's ways. God reproached Job out of the whirlwind for not having studied the sciences of his day and learned their lessons of adaptation.

False scientific theories and religious beliefs often are intertwined. When exploded, as scientific theories frequently are, Belleau Wood is strewn with battalions of one-time religious youths. The college of liberal arts

giving science with its pragmatism and the theological seminary teaching religion with its faith establish the *entente cordiale* in the student, blessing him and, through him, others with Kepler's experience: "O God, I think Thy thoughts after Thee."

Colleges of liberal arts give pre-law, pre-medical and pre-engineering courses. This they ought to do and not leave undone pre-theological courses. He Who is the Truth and came to bear witness to the truth, Whose profound effect upon the world exceeds that of all philosophers combined should be an integral part of a liberal arts curriculum. Private and tax-supported colleges of liberal arts have before them the pioneer trail of the University of Iowa with its Jewish, Roman Catholic and Protestant professors of religion serving students meat from their own denominational cuisine.

Let it be said emphatically, if the center of gravity of the morals of the individual, or of the population, falls outside of religion internal decay sets in and the civilization of which it is a part collapses even before rains descend, floods come and winds blow.

The teacher is the last of our seven notations and the most important. The college is, as its name suggests, a collection of colleagues. Teacher and pupil sit on a log face to face in the most effective intimate personal relation. Vital Christianity in the teacher colors all he imparts—even the binominal theorem—with ethical and religious hues. If he be a Mark Hopkins divided by two, the time of the pupil with him must be multiplied by two. Jesus had the apostles live with Him. The oldest sociological law: "Iron sharpeneth iron; so a man sharpeneth the countenance of his friend," has its superb mandate in: "Enter into thy closet, and when thou hast shut thy door, pray to thy

Father, which is in secret." Could any association be more intimate? Its benefits all the world acclaims. Professors and students are in close contact in small colleges. Large colleges must resort to fission—dividing themselves into sections small enough to pass through the eye of the educational needle into the kingdom of character-making.

These seven we have noted composed a foundation sure, steadfast and requisite, upon which theological seminaries can train students to be master workmen "that need not to be ashamed."

Laus Deo. Ministers not graduates in the liberal arts have done good, very, very much good. Not because of their scholastic limitations but in spite of them. This they would be the first to acknowledge. God spake through incantations to Balaam. But how much better to us through His Son! Which man of you prefers a dull razor to a sharp razor?

One of the earliest chancellors of the College of William and Mary, himself never a college student, George Washington, assigned to a liberal arts education primacy of importance. The author of the Declaration of Independence was the proud founder of a college of liberal arts, the University of Virginia. The signer of the Land Grant Bill of the United States which created about fifty liberal arts colleges, Abraham Lincoln, never a college student, esteemed a liberal arts education of capital value. If these colossi of the ages so appraised a college of liberal arts education for leadership in citizenry, sure as the ebb and flow of tides, more to be appraised is it for the higher calling, the ministry, in its wider field, the world.

"Godlike is the physician who is a natural philosopher," said Hippocrates. Until the present generation

few medical men were liberally educated. Today four leading American medical colleges require a liberal arts degree for matriculation. Justice John Marshall, who made the deepest impress upon the Constitution of the United States, was not a college graduate. Lawyers of equal and lesser stature have deprived no sheep of skin for arts diplomas. Yet our foremost law schools require a baccalaureate degree for entrance.

Neither that unequalled engineer, Thomas A. Edison, nor that captain of industry, John D. Rockefeller, is a college alumnus. They and a host of other distinguished representatives enjoin a liberal arts education as a propædeutic to their respective fields. If so esteemed for the lesser, what Satanic sophistry would exclude a liberal arts education for the greater, the ministry?

Its good fruits nineteen centuries attest. The outstanding member of the foremost college "in the files of time," the College of Apostles, and the most towering personality that ever stood under European skies was an A.B. of Tarsus, and a Ph.D. of Gamaliel. The most influential person from Paul to the Sixteenth Century, according to Harnack, was St. Augustine. He was trained in the classics and sciences at his native town, Tagaste, and at Carthage tirelessly pursued the liberal arts. Erasmus, who bought books on Greek culture first and clothes after, laid the Reformation egg which a liberal arts graduate of the University of Erfurt hatched—John Wesley, Master of Arts, Oxon. 1727.

Cambridge University was represented in the Mayflower. Every colonial college—including the University of Pennsylvania whose revised official date of founding, 1740, makes the Rev. George Whitefield its

founder—every colonial college, without exception, was founded under the auspices of liberal arts trained ministers and largely to raise up a literate ministry. Their ministerial graduates went forth into college presidencies, to teach and to preach. All in all they did the lion's share in America's formation.

The stellar part liberal arts trained ministers played during the past nineteen centuries may be continued by their academic successors in the Twentieth Century; unless they "cleave the general ear with horrid speech."

The urgency to-day for the best equipped ministry scarcely can be overestimated. All peoples once were under kings and had slaves. Transition to our kingless and slaveless society has been wrought by staggeringly stupendous sacrifices. Another Armageddon is before us.

Hell's temperature in my boyhood days vied with the surface of the sun. Brimstone was its exhalation. Sinners fled from its fumes. Today, in popular opinion, its thermometer registers 72 degrees Fahrenheit, and its soft, ethereal, salubrious climate is not uninviting to mundane tourists.

With our own ears we hear biologists deny the personal existence of a Creator who breathed into man's nostrils the breath of life. We hear behaviorists assert man has no soul and pooh-pooh at individual immortality. We see moralists branding prohibition as a contraband of freedom. "Thus saith the Church," "thus saith the Bible," "thus saith the Lord" penetrate not beyond the outer ear of hosts of our contemporaries. Their inner ear reverberating with their own cogitations is their sole seat of authority. Soviet Russia mustering its rage has mounted its devilish artillery and is now bombarding Christianity.

Only talented, God-fearing Fochs, Haigs, Pershings and their kind, master tacticians, liberally educated to the peak, trained in the West Points of theological seminaries, can put enemies of our faith to confusion, exalt religion to her rightful throne, where crowned she sways her scepter over cultures and institutions.

If colleges of liberal arts cease to exist because of lack of money (how such words stick in throats that breathe the air of the richest country on earth)—or, if their cultural, humanistic and idealistic studies are changed to lucrative studies and add to our 740,000,000,000 horsepower and to our $90,000,000,000 annual income, glorify centimeter, gram, second units as the trinity of the bastard goddess, material success, and substitute for faith, hope and charity the three disgraces, lust of eye, pride of life, and pomp of power—the loss to America would make its present national debt, in comparison, a bagatelle.

In such a catastrophe, religion inextinguishable in the human breast would reassert herself and build Harvard II. She would hew out seven pillars of wisdom for another Yale and become the mother of a brood of colleges. Students, east, west, south and north, graduating from them, like ancient tribes in Palestine, would go up to the Jerusalem of theological seminaries. Completing there the courses they would stream forth for the healing of nations.

THE FINDINGS OF THE CONFERENCE

THE EDITOR

As Chairman of the Committee on Findings President Donald J. Cowling of Carleton College placed before the Conference four simple proposals. It was not the thought of the Committee to bring in any cut-and-dried program, but rather to serve as the medium for interpreting the will and desires of the Conference.

The four proposals constituted the conclusions of the Committee on Findings after several sessions of study. It was realized that the recommendations did not commit the Conference to anything very specific. It would be very easy to set up something at the Conference that would lead nowhere at all, that would crystallize the sentiment and the enthusiasm too early and that would be somewhat detrimental. It was the desire of the Committee on Findings to avoid that.

Following a full and general discussion of each of the proposals and of the specific phraseology used by the Committee on Findings the report of the Committee was, on motion duly made and seconded, adopted in the following form without a dissenting vote:

1. That an organization to be known as The Liberal Arts College Movement shall be formed in close affiliation with the Association of American Colleges to be composed of institutions whose work includes four years of liberal arts and which shall pay a membership fee of $100.

2. That the objectives of this Movement shall be to set forth the place of the college of liberal arts in higher education in the United States, and to cooperate with colleges of liberal arts in securing funds adequate to their needs.
3. That a committee to be composed of the following five men—President Albert Norman Ward, Dr. Robert L. Kelly, President Joseph H. Apple, President Guy E. Snavely, and President Bernard P. O'Reilly—shall be constituted and given the authority by this Conference to appoint a Committee of Fifteen as outlined in Dr. Ward's proposal.
4. That the further development of the program be committed to this Committee of Fifteen, and that this committee make its report at a meeting of this Movement to be called in connection with the annual meeting of the Association of American Colleges next January.

The relation of the Movement to the Association of American Colleges was considered by the Committee on Findings an exceedingly important question of policy, especially whether if acceptable to the Association, this Movement should take the status finally as a department of the Association of American Colleges, or should become an independent movement, holding the relation of sympathy and goodwill and understanding and coöperation with the Association but entirely separate so far as the administration was concerned.

It was the consensus of opinion that the Movement should maintain as close a relation as possible to the Association of American Colleges, the opinion being expressed that there were many ways in which coöperation might be extremely helpful, and that to create entirely independent machinery not related in any way

to that Association would be unwise. It was recognized that it was rather a question of the attitude the executive officers of the Association of American Colleges would take toward the relation of the Movement to the Association.

Inquiry was made whether under such an arrangement participation in the Movement would be contingent upon actual membership in the Association of American Colleges. Not all the colleges enrolled at the Conference were members of the Association of American Colleges, nor were all the members of the Association of American Colleges enrolled in the Movement or conceivably likely to enroll in the Movement. [Of the 278 colleges enrolled at the Conference 225 were members of the Association of American Colleges and several others had applications for membership pending.] Both President Cowling and Dr. Robert L. Kelly, the Executive Secretary of the Association of American Colleges, stated positively that the Association of American Colleges was not a standardizing organization but a membership organization of undergraduate colleges of liberal arts and sciences with "a working policy of inclusiveness and interhelpfulness rather than of exclusiveness."

With respect to the attitude of the Association of American Colleges Dr. Kelly asserted that that Association has been committed, ever since its inception sixteen years ago, to the policy of attempting to develop a science of college administration and teaching, and has not, as an association, wished to be known to the public as a money-raising organization per se. The Association could not, therefore, as now organized, lend its active support and participation in any money-raising movement.

The Association of American Colleges does have two permanent commissions which deal with problems of finance—one, the Commission on the Cost of College Education and the other, the Commission on Permanent and Trust Funds. Both commissions have been studying these financial problems, largely from an academic, a theoretical, a scholarly standpoint, and attempting to reduce them to a science. President Cowling, who has done more than any other man in the United States in reducing the financial operation of a college to a science, is chairman of the Commission on the Cost of College Education. While the Commission on Permanent and Trust Funds in the past has been very much interested in capital funds, that interest has been from the standpoint of the preservation of the funds that the college already has, of the investment of those funds and of obtaining the largest possible return from those funds. Dr. Anthony is now chairman of that Commission, and it has been at his instigation that the practice of coöperation between colleges and trust companies, as outlined in his paper on "Effective Team Work in Raising Funds," has been promoted.

The hope was expressed that as close an affiliation as possible be affected with the Association of American Colleges. In the first place, this would reduce the number of organizations to which the colleges would have to pay dues or fees. Furthermore, the Association of American Colleges seeks to keep before the public the small college, the Christian college, and fosters the very things for which the Movement stands. As few organizations and as simple an organization as possible to do the effective work was urged as one of the elements and as an objective of the Movement. In

the second place, this would be a means for economically enlarging the publicity potentialities, for enlisting the interest and support of men of means and for making more effective the knowledge that the colleges are coöperating with agencies that are already in existence.

In response to an inquiry whether the Movement should be limited to colleges not enjoying state support, it was the consensus of opinion that no lines of distinction should be drawn. It was thought that while many of the great universities might not expect to get very much out of the movement themselves they would be very happy to coöperate and to contribute through coöperation in a movement which would involve strengthening colleges of liberal arts. From that point of view, it was agreed that the state universities be given the opportunity to join in the Movement if they cared to.

It was the unanimous judgment of the Committee on Findings that the Movement should be limited to four-year undergraduate colleges of liberal arts or to institutions that include in their organization four-year undergraduate colleges of liberal arts. As implied in the proposal that the Movement coöperate with all four-year colleges of liberal arts in securing funds adequate to their needs, the question whether an institution was eligible to participate in the Movement depended upon whether it was, in any genuine or bona fide sense of the term, a four-year undergraduate college of liberal arts.

It was suggested that until the Committee of Fifteen had had an opportunity to spend long weeks of deliberation upon the possibilities and future policy of the Movement, it could not be determined in advance

what ought to be the permanent relationship to the Association of American Colleges or to any other agency or related movement. Except as an expression of sentiment these matters could not be advantageously discussed until some proposal or recommendation had been made by the Committee of Fifteen.

In response to a suggestion that the Committee of Five retire from the Conference and endeavor to propose at least a partial list of selections for the Committee of Fifteen, it was the consensus of opinion that the Committee of Fifteen should be selected only after due deliberation and full consideration of all the interests represented. It was recognized that the success or failure of the Movement would depend, to a large extent, upon the personnel of the Committee of Fifteen. It was also agreed that not only should the Committee of Fifteen be selected with care but that that Committee should be given plenty of time to work out a program.

The Committee on Findings had recommended the payment of $100 each by the colleges participating in the Movement in order that the Committee of Fifteen might not be limited in its activities and in its planning by reason of lack of funds. It was not anticipated that every penny would be used but the Committee would need some funds. It was recognized that there were enough limitations inherent in the problem itself without placing any financial limitations upon the Committee of Fifteen. They should be unhampered by such considerations when making studies deemed necessary and when formulating plans.

During the course of the discussion Dr. Anthony made these suggestions of services which the Committee of Fifteen might render between the closing of

the Conference and the time of reporting to the meeting in January.

1. Each coöperating college, by means of a suitable questionnaire, should be stimulated to make a self-study in at least the following directions:

(a) Of its administrative and financial structure—On its administrative side it should discover whether its board of trustees contains suitably qualified persons who are both competent and interested for this service to the institution. It should inquire into its corporate powers as related to the board of trustees, should make these powers and limitations known to the trustees, and should consider how to enlist vitally the coöperation of the trustees. A fair representation in the board of trustees of the various elements which support or may support the college should be secured. The structure of the board as to officers, committees and the distribution of responsibilities, should be considered.

As for the financial structure, questions relating to the treasurership, the safety of investment securities, the functioning of finance and investment committees, the making and control of the budget, the method of acknowledging receipts and of making payments, audits, reports and such matters, are essential.

It may be confidently believed that men of large wealth will not be interested in putting their money into the hands of an institution which is not worthy of confidence at these points.

(b) The character and the social value of graduates—This is the product of the institution. What influence of the college is revealed in the after-life of its students as to intellectual ability, ideals, social value and service?

(c) Each institution, in order to command the attention of people of wealth, should have a clearly defined program reaching at least ten years ahead, showing needs which must be supplied, the cost of the same and the progressive steps by which development may take place.

2. The Committee may well assemble some general summaries respecting liberal arts colleges which participate in the Campaign of Perseverance—their names, their locations, their general character as to size and outstanding features, their present investment in property, their endowments and their aggregate askings.

3. The Committee may undertake to secure the cooperation of various groups, such as

(a) Educational—the National Education Association, the Religious Education Association and similar bodies.

(b) Religious—the national denominational organizations, organizations of Sunday school workers, the young people's bodies and similar groups within the church or related to the church.

(c) Professional—the Bar Associations, in some instances associations of learned and cultural professions of which there are large numbers.

(d) Commercial—such as chambers of commerce, boards of trade and other groups of business enterprises.

(e) Financial—such as the American Bankers Association and particularly its Trust Company Division.

(f) Industrial—there are doubtless organizations of manufacturers and also of labor unions which may be enlisted.

The assumption is that education is of vital interest to all groups of citizens in the economic and cultural fields and the field of art.

4. The Committee, before itself expending money in publicity, should make a careful study of the best modes and methods of publicity, whether (a) through things done; (b) through things said; whether in (c) newspapers, (d) magazines and other periodicals, (e) pamphlets and circulars, (f) enlistment of moving pictures and (g) the use of posters or other displays.

There are methods of publicity and certain slants of propaganda which might be injurious to the Movement. These must be recognized and guarded against and very

great care exercised to have publicity impressions not only good but also constructive and progressive.

5. The Committee might profitably hold conferences similar to the one held in Chicago, in different sections of the country and in different cities, taking pains to adapt the program to the community and to the constituency involved.

6. My present judgment is that it is not desirable to think of a campaign which shall be conducted by professional promoters, although this possibility should be examined and properly evaluated. My present judgment is that the campaign should be conducted by each institution separately for itself, and primarily by the president. It is his task, he best can speak for his institution and most successfully obtain a hearing.

My present judgment is that it is not good psychology to set a date for the termination of the campaign nor to set a definite sum as its goal. Such a fixed date and a definite goal may lead to disappointment. The great objective is to adequately finance worthy institutions, and it is probable that the final test whether an institution is worthy or not, will be manifest (a) by what that institution does under the favoring influences of this campaign, and (b) by what people of wealth do or do not do for institutions under such a campaign.

My present judgment is that a college which cannot show (a) that its location is wisely chosen, (b) that its administration—financial and fiduciary—is competent, (c) that its service rendered now and in the past is adequate, and (d) that its view ahead is clear, defined and constructive, will be left by the wayside.

APPENDIX A

MINUTES OF THE CONFERENCE
March, 18-20, 1930

First Session

The Conference of Liberal Arts Colleges, held at the Stevens Hotel, Chicago, Illinois, March 18-20, 1930, opened with a dinner Tuesday evening, March 18, at seven o'clock.

The meeting was called to order by President Albert Norman Ward of Western Maryland College, Chairman of the Committee on Arrangements for the Conference.

Father Bernard P. O'Reilly, President of the University of Dayton, pronounced the invocation.

President Ward read several communications received from President Hoover, Owen D. Young and Frank O. Lowden.

President Joseph H. Apple of Hood College, Secretary of the Committee on Arrangements for the Conference, on behalf of that committee introduced President Ward as the toastmaster of the evening and presiding officer of the Conference.

President Ward assumed the chair and made a brief statement of his connection with the Conference and with the movement. A copy of that statement appears in these proceedings as the introduction to his paper on "A Liberal Arts College Movement."

The first address of the evening was delivered by Dr. Robert L. Kelly, Executive Secretary of the Asso-

ciation of American Colleges and of the Council of Church Boards of Education, formerly President of Earlham College, who discussed "The Prospects of the Liberal Arts College."

The United States Secretary of the Interior, the Honorable Ray Lyman Wilbur, spoke on "American Higher Education."

Dr. John H. Finley, Associate Editor of the *New York Times,* formerly President of Knox College and of the College of the City of New York, spoke on "The Liberal Arts College."

President Ward read his proposal for "A Liberal Arts College Movement."

On motion duly made and seconded the Chairman appointed the following Committee on Findings to formulate and to report from time to time, in resolutions, the conclusions arrived at by the Conference:

President Donald J. Cowling of Carleton College
President Herbert J. Burgstahler of Cornell College
President George L. Omwake of Ursinus College
President Bernard P. O'Reilly of the University of Dayton
President Raymond Binford of Guilford College
President William F. Quillian of Wesleyan College
Dr. Alfred Williams Anthony, Trustee of Bates College

The meeting adjourned at 9:40 o'clock.

Second Session

The meeting was called to order by the Chairman at 9:40 o'clock Wednesday morning, March 19. Dr. O. E. Tiffany of Wheaton College opened the meeting with a prayer.

President Joseph H. Apple of Hood College read the minutes of the meeting held in Washington, D. C., on January 16, 1930, out of which grew the call for this Conference. A copy of those minutes is appended. On motion duly made and seconded the minutes were adopted as read.

On motion duly made and seconded, Mr. Archie M. Palmer, Associate Secretary of the Association of American Colleges, was unanimously elected Secretary of the Conference.

The Chairman read a letter of greeting from Dean Luther P. Eisenhart of Princeton University.

The first speaker on the program was Mr. Archie M. Palmer, Associate Secretary of the Association of American Colleges, who discussed "The Contribution of the Liberal Arts College to Our National Life."

The Chairman read a communication from President Nicholas Murray Butler of Columbia University.

President Homer P. Rainey of Franklin College spoke on "The Future of Professional and Liberal Education."

President J. W. R. Maguire of St. Viator College spoke on "The Future of the Liberal Arts College." Before reading his address President Maguire made the announcement that the Executive Committee of the College Department of the Catholic Education Association, representing all the Catholic colleges in the United States, had in December 1929 passed a resolution expressing their interest and sympathy and coöperation in any movement that might be started for making better provision for the needs of the college of liberal arts.

President W. P. Few of Duke University discussed

the relations of "The University and the Small College."

The meeting closed with a prayer by President Raymond Binford of Guilford College, adjourning at 11:40 o'clock.

Third Session

The meeting was called to order by the Chairman at 2:30 o'clock Wednesday afternoon, March 19.

President Donald J. Cowling of Carleton College presented a paper on "How Much Money Does A College Need?"

A lively discussion of various financial problems followed the reading of President Cowling's paper.

Dr. Alfred Williams Anthony, a Trustee of Bates College and Chairman of the Committee on Financial and Fiduciary Matters of the Federal Council of Churches of Christ in America, spoke on "Effective Team Work in Raising Funds."

The meeting closed with a prayer by the Chairman, adjourning at four o'clock.

Fourth Session

The meeting was called to order by the Chairman at 7:30 o'clock, Wednesday evening, March 19.

President Harlan L. Feeman of Adrian College opened the meeting with a prayer.

The Honorable B. G. Lowrey, former Congressman from Mississippi and one-time President of Blue Mountain College, spoke on "The Small College in Higher Education in the South."

Dr. William S. Bovard, Secretary of the Board of Education of the Methodist Episcopal Church, discussed "The Church and the College."

Professor William J. Thompson of the School of Theology of Drew University, spoke on "The Theological Seminary and the Liberal Arts College."

The meeting closed with a prayer by the Chairman, adjourning at 9:45 o'clock.

Fifth Session

The meeting was called to order by the Chairman at 9:30 o'clock, Thursday morning, April 20.

The meeting was opened with brief prayers by Presidents E. W. Hunt of Bucknell University, W. G. Clippinger of Otterbein College and Paul H. Bowman of Bridgewater College.

The report of the Committee on Findings was presented by President Donald J. Cowling of Carleton College, Chairman of that Committee. Following a full discussion of each item that report was unanimously adopted in the following form:

(1) That an organization to be known as the Liberal Arts College Movement shall be formed in close affiliation with the Association of American Colleges to be composed of institutions whose work includes four years of liberal arts and which shall pay a membership fee of $100.

(2) That the objectives of this Movement shall be to set forth the place of the college of liberal arts in higher education in the United States, and to coöperate with colleges of liberal arts in securing funds adequate to their needs.

(3) That a committee to be composed of the following five men—President Albert Norman Ward, Dr. Robert L. Kelly, President Joseph H. Apple, President Guy E. Snavely, and President Bernard P.

O'Reilly—shall be constituted and given the authority by this Conference to appoint a Committee of Fifteen as outlined in Dr. Ward's proposal.

(4) That the further development of the program be committed to this Committee of Fifteen, and that this committee make its report at a meeting of this Movement to be called in connection with the annual meeting of the Association of American Colleges next January.

The following resolution was adopted by a rising vote:

RESOLVED: That a vote of sincere and hearty thanks be extended to President Ward and to President Apple for calling together and organizing this Conference, and to President Ward for having presided at these sessions so acceptably.

On motion duly made and seconded it was

VOTED: That the proceedings of the Conference be published and that the cost of publication and of sending three copies to each of the 278 institutions enrolled at the Conference be defrayed out of the surplus remaining in the treasury; and it was further

VOTED: That opportunity be afforded the enrolled colleges to purchase additional copies of the proceedings at cost; and it was further

VOTED: That any surplus remaining in the treasury after the payment of the expenses of the Conference and of publishing the proceedings of the Conference be turned over to the Committee of Fifteen.

On motion duly made and seconded the following resolutions were unanimously adopted:

RESOLVED: That this Conference express its appreciation to the Honorable Secretary of the Interior, Ray

Lyman Wilbur, to Dr. John H. Finley, to Dr. Robert L. Kelly and to all the speakers who have participated in the program for their courtesies in coming and addressing the Conference, and it was further

RESOLVED: That this Conference express its appreciation to the Stevens Hotel for its very definite and substantial courtesies extended to this Conference while in session.

The meeting was closed with a prayer by the Chairman, adjourning at 11:45 o'clock sine die.

ARCHIE M. PALMER,
Secretary.

MINUTES OF MEETING HELD IN WASHINGTON, D. C., *January 16, 1930*

FOLLOWING the adjournment of the Sixteenth Annual Meeting of the Association of American Colleges at the Hotel Willard, Washington, D. C., by invitation of President J. H. Apple of Hood College, there assembled in his room a group of more than forty college presidents and representatives of denominational boards of education.

It was moved that President A. N. Ward, of Western Maryland College, act as Chairman of the meeting.

Prayer was offered by Father Bernard P. O'Reilly, of the University of Dayton.

Dr. Apple was elected Secretary of the meeting.

It was requested that no publicity be given to the meeting for the present, and it was stated that the movement was intended to do far more than raise $1,000,000,000 for the small colleges of the country.

It was further requested that all present should give their names to the Secretary before leaving the room.

It was stated that there is no intention of creating any cleavage between the group of small colleges and the larger colleges. It is a movement for the entire group of liberal arts colleges.

It was moved that a committee of fifteen be appointed by the Chairman to call a meeting of representatives of all liberal arts colleges in the United States who might be interested in a movement to put on a financial campaign in the interest of the liberal arts colleges in the United States, with special reference to the colleges whose endowments are inadequate for the work they are required to do; and that this committee shall formulate a program for this meeting, the meeting to be called at the earliest possible date, at some central point.

After quite general discussion, all of it being favorable to the movement, the meeting adjourned with prayer by Dr. J. E. Bradford, Executive Secretary of the Board of Education of the United Presbyterian Church.

JOSEPH H. APPLE,
Secretary.

APPENDIX B

COLLEGES ENROLLED AT CONFERENCE

Adelphi College, . . Garden City, New York
Adrian College, ... Adrian, Michigan
Agnes Scott College, . . . Decatur, Georgia
Albright College, . . . Reading, Pennsylvania
Alfred University, . . . Alfred, New York
Allegheny College, . . Meadville, Pennsylvania
American University, . . Washington, D. C.
Arkansas College, . . . Batesville, Arkansas
Asbury College, . . . Wilmore, Kentucky
Ashland College, ... Ashland, Ohio
Augsburg College, . . Minneapolis, Minnesota
Augustana College, . . . Rock Island, Illinois
Aurora College, ... Aurora, Illinois
Baldwin-Wallace College, . . . Berea, Ohio
Bates College, ... Lewiston, Maine
Battle Creek College, . Battle Creek, Michigan
Baylor College for Women, . . Belton, Texas
Baylor University, ... Waco, Texas
Beaver College, . . Jenkintown, Pennsylvania
Belhaven College, . . . Jackson, Mississippi
Beloit College, ... Beloit, Wisconsin
Berea College, ... Berea, Kentucky
Bethany College, . . Bethany, West Virginia
Bethel College, ... Newton, Kansas
Birmingham-Southern College, Birmingham, Alabama
Blue Mountain College, Blue Mountain, Mississippi
Bluffton College, ... Bluffton, Ohio
Bradley Polytechnic Institute, . Peoria, Illinois
Brenau College, . . . Gainesville, Georgia
Bridgewater College, . . Bridgewater, Virginia
Brigham Young University, . . . Provo, Utah
Bucknell University, . . Lewisburg, Pennsylvania
Butler University, . . . Indianapolis, Indiana
Canisius College, ... Buffalo, New York

Capital University, . . . Columbus, Ohio
Carleton College, . . . Northfield, Minnesota
Carroll College, . . . Waukesha, Wisconsin
Carthage College, . . . Carthage, Illinois
Catawba College, . . Salisbury North Carolina
The Catholic University of America, Washington, D. C.
Cedar Crest College, . Allentown, Pennsylvania
Cedarville College, . . . Cedarville, Ohio
Centenary College of Lousiana, Shreveport, Louisiana
Central College, ... Pella, Iowa
Centre College, . . . Danville, Kentucky
Chicora College for Women, Columbia, South Carolina
Chowan College, . Murfreesboro, North Carolina
Coker College, . . Hartsville, South Carolina
Colby College, ... Waterville, Maine
Colgate University, . . Hamilton, New York
College of the Holy Cross, Worcester, Massachusetts
College of Mt. St. Joseph on-the-Ohio,
Mount St. Joseph, Ohio
College of the Ozarks, . . Clarksville, Arkansas
College of the Pacific, . . Stockton, California
College of Puget Sound, . Tacoma, Washington
College of St. Catherine, . St. Paul, Minnesota
College of St. Thomas, . . St. Paul, Minnesota
College of Wooster, . . . Wooster, Ohio
Colorado College, . . Colorado Springs, Colorado
Columbia College, . . Columbia, South Carolina
Concordia College, . . Moorhead, Minnesota
Converse College, . . Spartanburg, South Carolina
Cornell College, . . . Mount Vernon, Iowa
Creighton University, . . Omaha, Nebraska
Culver-Stockton College, . . Canton, Missouri
Dakota Wesleyan University, Mitchell, South Dakota
Dartmouth College, . Hanover, New Hampshire
Davis and Elkins College, . Elkins, West Virginia
Defiance College, ... Defiance, Ohio
Denison University, . . . Granville, Ohio
De Paul University, . . . Chicago, Illinois
Dickinson College, . . Carlisle, Pennsylvania
Doane College, ... Crete, Nebraska
Drake University, . . . Des Moines, Iowa
Duke University, . . Durham, North Carolina
Duquesne University, . Pittsburgh, Pennsylvania

EARLHAM COLLEGE, . . . Richmond, Indiana
ELMHURST COLLEGE, . . . Elmhurst, Illinois
ELMIRA COLLEGE, ... Elmira, New York
EMORY AND HENRY COLLEGE, . Emory, Virginia
ERSKINE COLLEGE, . . Due West, South Carolina
EUREKA COLLEGE, ... Eureka, Illinois
EVANSVILLE COLLEGE, . . . Evansville, Indiana
FARGO COLLEGE, ... Fargo, North Dakota
FINDLAY COLLEGE, ... Findlay, Ohio
FLORIDA STATE COLLEGE FOR WOMEN, Tallahassee, Florida
FRANKLIN COLLEGE, . . . Franklin, Indiana
FRANKLIN AND MARSHALL COLLEGE, Lancaster, Pennsylvania
FRIENDS UNIVERSITY, . . . Wichita, Kansas
FURMAN UNIVERSITY, . . Greenville, South Carolina
GENEVA COLLEGE, . . Beaver Falls, Pennsylvania
GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville, Tennessee
GEORGETOWN COLLEGE, . . Georgetown, Kentucky
GEORGIAN COURT COLLEGE, . Lakewood, New Jersey
GETTYSBURG COLLEGE, . Gettysburg, Pennsylvania
GOSHEN COLLEGE, ... Goshen, Indiana
GOUCHER COLLEGE, . . . Baltimore, Maryland
GRAND ISLAND COLLEGE, . Grand Island, Nebraska
GREENVILLE COLLEGE, . . . Greenville, Illinois
GREENVILLE WOMAN'S COLLEGE, Greenville, South Carolina
GRENADA COLLEGE, . . . Grenada, Mississippi
GUILFORD COLLEGE, . . Guilford, North Carolina
GUSTAVUS ADOLPHUS COLLEGE, . St. Peter, Minnesota
HARDING COLLEGE, . . . Morrilton, Arkansas
HASTINGS COLLEGE, . . . Hastings, Nebraska
HEIDELBERG COLLEGE, ... Tiffin, Ohio
HENDRIX-HENDERSON COLLEGE, . Conway, Arkansas
HIGH POINT COLLEGE, . High Point, North Carolina
HILLSDALE COLLEGE, . . . Hillsdale, Michigan
HIRAM COLLEGE, ... Hiram, Ohio
HOLLINS COLLEGE, ... Hollins, Virginia
HOOD COLLEGE, ... Frederick, Maryland
HOPE COLLEGE, ... Holland, Michigan
HOWARD COLLEGE, . . . Birmingham, Alabama
HURON COLLEGE, . . . Huron, South Dakota

Illinois College, . . . Jacksonville, Illinois
Illinois Woman's College, . Jacksonville, Illinois
Immaculata College, . Immaculata, Pennsylvania
Incarnate Word College, . San Antonio, Texas
Indiana Central College, . Indianapolis, Indiana
Intermountain Union College, . Helena, Montana
Jamestown College, . . Jamestown, North Dakota
John B. Stetson University, . Deland, Florida
John Fletcher College, . University Park, Iowa
Judson College, ... Marion, Alabama
Juniata College, . . Huntingdon, Pennsylvania
Kansas City University, . Kansas City, Kansas
Kansas Wesleyan University, . Salina, Kansas
Keuka College, . . Keuka Park, New York
King College, ... Bristol, Tennessee
Knox College, ... Galesburg, Illinois
La Grange College, . . . La Grange, Georgia
La Verne College, . . . La Verne, California
Lake Erie College, . . . Painesville, Ohio
Lake Forest College, . . Lake Forest, Illinois
Lambuth College, . . . Jackson, Tennessee
Lander College, . . Greenwood, South Carolina
Lawrence College, . . . Appleton, Wisconsin
Lenoir-Rhyne College, . Hickory, North Carolina
Limestone College, . . Gaffney, South Carolina
Lindenwood College, . . St. Charles, Missouri
Lombard College, . . . Galesburg, Illinois
Louisiana College, . . . Pineville, Louisiana
Loyola University, . . . Chicago, Illinois
Loyola University, . . New Orleans, Louisiana
Luther College, ... Decorah, Iowa
Lynchburg College, . . Lynchburg, Virginia
Macalester College, . . St. Paul, Minnesota
Manchester College, . North Manchester, Indiana
Marietta College, ... Marietta, Ohio
Marquette University, . Milwaukee, Wisconsin
Marygrove College, . . . Detroit, Michigan
Maryville College, . . Maryville, Tennessee
Marywood College, . . Scranton, Pennsylvania
McPherson College, . . McPherson, Kansas
Middlebury College, . . Middlebury, Vermont
Millikin University, . . . Decatur, Illinois
Millsaps College, . . . Jackson, Mississippi

MILTON COLLEGE, ... Milton, Wisconsin
MILWAUKEE-DOWNER COLLEGE, . Milwaukee, Wisconsin
MISSION HOUSE COLLEGE, . . Plymouth, Wisconsin
MISSISSIPPI COLLEGE, . . . Clinton, Mississippi
MISSOURI VALLEY COLLEGE, . Marshall, Missouri
MONMOUTH COLLEGE, . . . Monmouth, Illinois
MORAVIAN COLLEGE FOR MEN, Bethlehem, Pennsylvania
MORAVIAN COLLEGE FOR WOMEN, Bethlehem, Pennsylvania
MORNINGSIDE COLLEGE, . . . Sioux City, Iowa
MOUNT HOLYOKE COLLEGE, South Hadley, Massachusetts
MOUNT MORRIS COLLEGE, . Mount Morris, Illinois
MOUNT ST. CHARLES COLLEGE, . Helena, Montana
MOUNT ST. JOSEPH COLLEGE,
Chestnut Hill, Philadelphia, Pennsylvania
MOUNT UNION COLLEGE, . . . Alliance, Ohio
MUSKINGUM COLLEGE, . . New Concord, Ohio
MUHLENBERG COLLEGE, . Allentown, Pennsylvania
NORTH CENTRAL COLLEGE, . . Naperville, Illinois
NORTHEAST MISSOURI STATE TEACHERS COLLEGE,
Kirksville, Missouri
NORTHLAND COLLEGE, . . . Ashland, Wisconsin
NORTHWEST MISSOURI TEACHERS COLLEGE,
Maryville, Missouri
NORTHWESTERN COLLEGE, . . Watertown, Wisconsin
OAKLAND CITY COLLEGE, . . Oakland City, Indiana
OBERLIN COLLEGE, ... Oberlin, Ohio
OHIO WESLEYAN UNIVERSITY, . . Delaware, Ohio
OKLAHOMA BAPTIST UNIVERSITY, . Shawnee, Oklahoma
OLIVET COLLEGE, ... Olivet, Michigan
OTTAWA UNIVERSITY, ... Ottawa, Kansas
OTTERBEIN COLLEGE, . . . Westerville, Ohio
OUACHITA COLLEGE, . . . Arkadelphia, Arkansas
OUR LADY OF THE LAKE COLLEGE, . San Antonio, Texas
PACIFIC COLLEGE, ... Newberg, Oregon
PARK COLLEGE, ... Parkville, Missouri
PARSONS COLLEGE, ... Fairfield, Iowa
PENN COLLEGE, ... Oskaloosa, Iowa
PENNSYLVANIA COLLEGE FOR WOMEN,
Pittsburgh, Pennsylvania
PHILLIPS UNIVERSITY, . . . Enid, Oklahoma
POMONA COLLEGE, . . . Claremont, California
PRESBYTERIAN COLLEGE OF SOUTH CAROLINA,
Clinton, South Carolina

Princeton University, . . Princeton, New Jersey
Providence College, . . Providence, Rhode Island
Quincy College, ... Quincy, Illinois
Randolph-Macon College, . . Ashland, Virginia
Randolph-Macon Woman's College, Lynchburg, Virginia
Ripon College, ... Ripon, Wisconsin
Roanoke College, ... Salem, Virginia
Rosary College, . . . River Forest, Illinois
Rosemont College, . . Rosemont, Pennsylvania
Russell Sage College, . . . Troy, New York
St. Edward's University, . . . Austin, Texas
St. Francis College, . . Loretto, Pennsylvania
St. Francis Xavier College for Women, Chicago, Illinois
St. John's College, . . . Brooklyn, New York
St. John's College, ... Toledo, Ohio
St. Louis University, . . . St. Louis, Missouri
St. Mary's College, . . . Notre Dame, Indiana
St. Mary's College, . . . St. Mary's, Kansas
St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Indiana
St. Olaf College, . . . Northfield, Minnesota
St. Viator College, . . . Bourbonnais, Illinois
St. Xavier College, ... Cincinnati, Ohio
Salem College, . . Winston-Salem, North Carolina
Seattle Pacific College, . . Seattle, Washington
Shorter College, ... Rome, Georgia
Shurtleff College, ... Alton, Illinois
Simpson College, ... Indianola, Iowa
Southwestern, ... Memphis, Tennessee
Southwestern College, . . . Winfield, Kansas
Southwestern Louisiana Institute, Lafayette, Louisiana
Spring Hill College, . . . Mobile, Alabama
Sterling College, ... Sterling, Kansas
Susquehanna University, . Selinsgrove, Pennsylvania
Swarthmore College, . Swarthmore, Pennsylvania
Syracuse University, . . . Syracuse, New York
Tabor College, ... Hillsboro, Kansas
Tarkio College, ... Tarkio, Missouri
Taylor University, ... Upland, Indiana
Temple University, . . Philadelphia, Pennsylvania
Texas Christian University, . Forth Worth, Texas
Trinity College, . . . Hartford, Connecticut

TRINITY COLLEGE, . Washington, District of Columbia
TUSCULUM COLLEGE, . . . Greeneville, Tennessee
UNION UNIVERSITY, . . . Jackson, Tennessee
UNIVERSITY OF CHATTANOOGA, Chattanooga, Tennessee
UNIVERSITY OF DAYTON, ... Dayton, Ohio
UNIVERSITY OF DENVER, . . . Denver, Colorado
UNIVERSITY OF DETROIT, . . . Detroit, Michigan
UNIVERSITY OF DUBUQUE, . . . Dubuque, Iowa
UNIVERSITY OF NOTRE DAME, . Notre Dame, Indiana
UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania
UNIVERSITY OF THE SOUTH, . . Sewanee, Tennessee
UNIVERSITY OF TULSA, . . . Tulsa, Oklahoma
UPPER IOWA UNIVERSITY, . . . Fayette, Iowa
URSINUS COLLEGE, . . Collegeville, Pennsylvania
VANDERBILT UNIVERSITY, . . Nashville, Tennessee
WASHBURN COLLEGE, ... Topeka, Kansas
WASHINGTON COLLEGE, . . Chestertown, Maryland
WASHINGTON UNIVERSITY, . . St. Louis, Missouri
WASHINGTON AND JEFFERSON COLLEGE,
Washington, Pennsylvania
WASHINGTON AND LEE UNIVERSITY, Lexington, Virginia
WAYNESBURG COLLEGE, . Waynesburg, Pennsylvania
WESLEYAN COLLEGE, ... Macon, Georgia
WESTERN COLLEGE FOR WOMEN, . . Oxford, Ohio
WESTERN MARYLAND COLLEGE, . Westminster, Maryland
WESTERN RESERVE UNIVERSITY, . . Cleveland, Ohio
WESTERN STATE COLLEGE OF COLORADO,
Gunnison, Colorado
WESTMINSTER COLLEGE, . . . Fulton, Missouri
WESTMINSTER COLLEGE, New Wilmington, Pennsylvania
WESTERN UNION COLLEGE, . . . LeMars, Iowa
WHEATON COLLEGE, ... Wheaton, Illinois
WHITTIER COLLEGE, . . . Whittier, California
WILLIAM JEWELL COLLEGE, . . Liberty, Missouri
WILMINGTON COLLEGE, . . . Wilmington, Ohio
WILSON COLLEGE, . . Chambersburg, Pennsylvania
WITTENBERG COLLEGE, . . . Springfield, Ohio
WOFFORD COLLEGE, . . Spartanburg, South Carolina
WOMAN'S COLLEGE OF ALABAMA, Montgomery, Alabama
YALE UNIVERSITY, . . . New Haven, Connecticut
YANKTON COLLEGE, . . Yankton, South Dakota
YORK COLLEGE, ... York, Nebraska

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